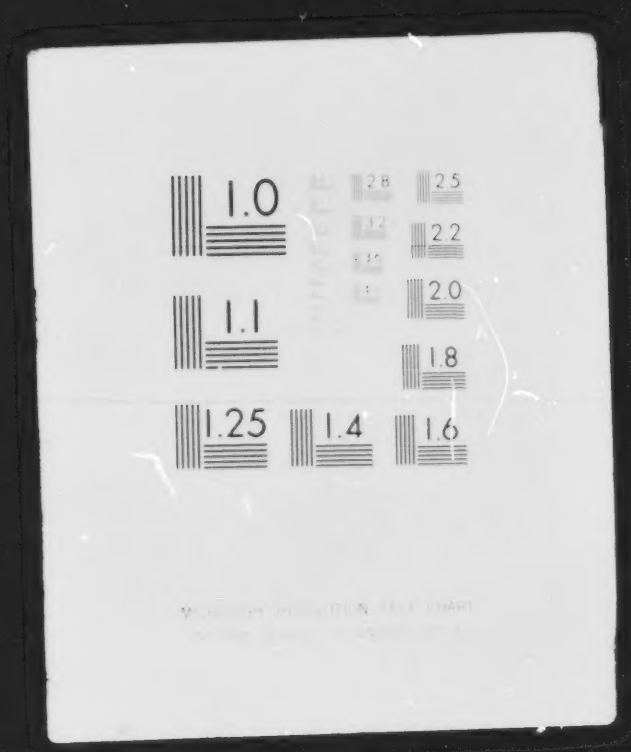




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ABSTRACT

This document provides descriptions, a list of evaluation procedures, findings and summaries, conclusions, and recommendations for each of twenty-one programs held in New York City Schools. Programs for parents, teachers, tutors, reading, mathematics, English, educational development, basic skills, Afro-American history, and mental hygiene are included. (Author)

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EVALUATION OF SELECTED NEW YORK CITY
BOARD OF EDUCATION UMBRELLA PROGRAMS
FOR THE 1974-1975 SCHOOL YEAR

Function Numbers

20-53404	20-53427
20-53415	20-53428
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An evaluation of selected New York City Board of Education
Umbrella Programs funded under a Special Grant of the New
York State Legislature performed for the Board of Education
of the City of New York for the 1974-1975 school year.

Project Co-Directors:

Professor Paul Heintz
Professor Sheldon Kastner

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July, 1975

UD017269



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July 31, 1975

Dr. Anthony J. Polemeni
Director
Office of Educational Evaluation
Board of Education of the City of New York
110 Livingston Street
Brooklyn, New York 11201

Dear Dr. Polemeni:

In fulfillment of the agreement dated March 19, 1975 between the Board of Education of the City of New York and the Center for Educational Research and Field Services, I am pleased to submit three hundred copies of the final report, Evaluation of Selected New York City Board of Education Umbrella Programs for the 1974-1975 School Year.

The Office of Educational Evaluation and the professional staff of the New York City Public Schools were most cooperative in providing data and facilitating the study in general. Although the objective of the team was to evaluate a project funded under a special Grant of the New York State Legislature performed for the Board of Education of the City of New York for the 1974-1975 School Year, this report goes beyond this goal. Explicit in this report are recommendations for modifications and improvements of the programs. Consequently, this report will serve its purpose best if it is studied and discussed by all who are concerned with education in New York City -- the Board of Education, professional staff, students, parents, lay leaders, and other citizens. To this end, the study team is prepared to assist with the presentation and interpretation of its report. In addition, the study team looks forward to our continued affiliation with the New York City Public Schools.

You may be sure that New York University and its School of Education, Health, Nursing, and Arts Professions will maintain a continuing interest in the schools of New York City.

Respectfully submitted

Arnold Spinner
Assistant Dean

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NEW YORK UNIVERSITY
CENTER FOR EDUCATIONAL RESEARCH AND FIELD SERVICES

Final Report

Function Number 20-53404

EVALUATION OF CITY-WIDE UMBRELLA PROGRAMS
NEW YORK CITY BOARD OF EDUCATION
1974-1975 SCHOOL YEAR

"PARENT RESOURCE CENTER"

Prepared by: Professor Sheldon Kastner
Professor Paul Heintz

I. THE PROGRAM

The 1974-1975 Parent Resource Center was designed to provide parents and community persons access to information relating to the school community. More than 50% of the parents still use Spanish as their principal language and most were completely lacking a knowledge about school-related matters. A project such as this was needed in order to help parents better understand their roles in order to become effective partners in the school system and with the parents' associations. The Resource Center was housed at P.S. 83 in East Harlem and served the entire school district (District #4). Its function was to coordinate the community resources by making available and disseminating information about the schools and the services provided by them. The target population included the parents of children in the 23 public schools and 9 parochial schools in the district that had parents' organizations.

The primary objectives of the Resource Center were to determine whether, as a result of the program, parents participation in the Association would

substantially increase and whether parents would be more informed regarding school matters. In addition, as a result of a modification in the 1974-1975 proposal, the Center functioned as an after-school tutorial for youngsters enrolled at P.S. 83. Therefore, an additional objective was to determine whether reading scores of pupils (grades 3 - 6) enrolled in the tutorial would show a substantial increase as a result of their participation in the project.

The adult program was completely voluntary involving as many parents and community persons as wished to be involved. The 60 to 70 youngsters using the center after school were selected through recommendation, either by teachers or the principal, after the children had been given a pre-test to determine eligibility (reading retardedness).

A variety of techniques was utilized by the program personnel to advertise the Parent Resource Center and its functions. These techniques included a bi-monthly newsletter, distributed to each of the children in all the schools, booklets, flyers and other mailings as well as telephoning and word of mouth notification.

A major program activity of the Parent Resource Center was a series of monthly workshops held in different schools. These served a variety of functions, ranging from orientation to the school system for parents of children entering for the first time, assistance in obtaining medical appointments, birth records, etc. to meetings with the local board representatives in the Spring of 1975 in order to assist and inform parents with regard to voting in the school board elections.

Staffing for the 1974-1975 Parent Resource Center underwent a modification when the tutorial center was added. The coordinator's responsibilities included directing the project, supervising all personnel in the program, attending

meetings, setting up workshops and acting as liaison between the schools and the parents. There were also two part-time family workers included in the staff. With the opening of the tutorial center, three part-time teachers (city certified) and three part-time paraprofessionals (student-aides) were added to the staff in January 1975.

The Parent Resource Center was in operation every day of the school year, from September 1974 through June 1975 inclusive.

II. EVALUATION PROCEDURES

Evaluation Objective I

To determine whether, as a result of the program, parent participation in 70% of the Parent Associations will increase from an average of 7.5 to an average of 25 per meeting by the end of the 1974-1975 school year.

Subjects

All parents of pupils in grades one through nine attending twenty-three public schools and nine parochial schools.

Methods and Procedures

Systematic records of the number of parents attending each Parent Association meeting will be kept.

Analysis of Data

A count will be made of the percent of Parent Associations having an attendance of an average of 25 per meeting during January through May 1975.

Evaluation Objective II

To determine whether, as a result of participation in the program, the parents knowledge of school-related matters will show a statistically

significant increase from pre-to post-test knowledge.

Subjects

All parents participating in the program.

Methods and Procedures

Parents knowledge of school matters will be assessed with the use of a locally developed Parent Questionnaire during the first week and the last week of the program.

Analysis of Data

The statistical significance of the increase in parents' knowledge from pre- to post-test measures will be analyzed using McNemars Test for Significance of Change.

Evaluation Objective III

To determine whether, as a result of participation in the program, the reading grade of the pupils in grades 3 through 6 will show a significant difference between the real post-test score and the anticipated post-test score.

Subjects

All participants in the program.

Methods and Procedures

The appropriate forms of the city-wide administered reading tests (Metropolitan Achievement Test 4/74 and NYC Reading Test 4/75) will be used to assess changes in reading.

Analysis of Data

Data will be analyzed by the "Real Post-test vs. Anticipated Post-test Design".

Evaluation Objective IV

To evaluate the extent to which the program, as actually carried out, coincided with the program as described in the project proposal.

Subjects

All participants in the program.

Methods and Procedures

In order to evaluate the quality and extent to which the program had been implemented, close monitoring of the program will be carried out by conducting site visits at the beginning and end of the project period; by examining rosters containing lists of personnel working in the project, along with other documents related to the implementation of the program; and by maintaining continuous contact with the project coordinator in order to obtain data on all aspects of the functioning of the program.

Analysis of Data

A statement concerning the extent of implementation of the program will be made; and, where serious discrepancies exist between proposal and program, provide a description of those discrepancies.

III. FINDINGS

Evaluation Objective I

To determine whether, as a result of the program, parent participation in 70% of the Parent Associations' meetings increased from an average of 7.5 to an average of 25 per meeting by the end of the 1974-1975 school year.

Data were submitted on attendance for 3 parent association meetings. The number of parents attending these 3 meetings averaged to 23. In only one

instance did the records indicate parent attendance above 25. Since the program objective stated that 70% of the meetings would average 25 parents and the data indicated that in only one of three meetings (33 1/3%) were there at least 25 parents, the program objective was not supported.

Evaluation Objective II

To determine whether, as a result of participation in the program the parents' knowledge of school related matters showed a statistically significant increase from pre- to post-test knowledge.

Data were submitted by program personnel on parents' responses to a program developed questionnaire which was administered pre and post parent meetings. A total of 375 responses were recorded on each testing. The pre-test data indicated that 126 responses were scored correct while 249 were wrong. Post-test data revealed 375 correct responses. McNemar Test of Significance of Change on the above data indicates a $X^2 = 123.8$ ($df = 1$) which is significant at a $p < .01$. Thus, program objective two is supported.

Evaluation Objective III

To determine whether, as a result of participation in the program, the reading grade of the pupils in grades 3 through 6 showed a significant difference between the real post-test score and the anticipated post-test score.

The data relevant to objective three is contained in Table 1. Analysis of the data in Table 1 indicates that the program objective which predicted significant growth between post-test and predicted post-test scores

TABLE 1

Results of Historical Regression Analysis for
Reading Achievement
(Real Scores vs. Anticipated Post)

	Mean	Difference	t-value	Level of Significance
Pre-test	2.36			
Post-test	2.79			
Predicted Post-test	2.89	.10	- 1.19	n.s.

N = 32

MAT/NYC, 4/74, 4/75

was not supported. There was essentially no difference between post- and predicted post-test reading achievement scores.

Evaluation Objective IV

To evaluate the extent to which the program as actually carried out, coincided with the program described in the project proposal. An examination of the personnel rosters and other documents supplied by the project coordinator revealed that a total of 10 persons were employed by the project to provide direct or supportive services during the 1974-1975 project year. This figure included a full-time coordinator, an office worker (paraprofessional), two part-time family workers, three part-time city certified teachers, and three part-time paraprofessionals (student aides). The three part-time teachers and three part-time paraprofessionals were added to the staff as a result of a modification in the original proposal. This modification was designed to accommodate an after-school tutorial center which, beginning in January 1975 provided remedial reading services for youngsters in grades 3-6.

Discussion with the coordinator revealed the rationale for such a modification. Project staff felt that in a community such as theirs, with a student population of 60% Spanish speaking and 40% black children and with reading scores much below grade level, that it was imperative that they work with youngsters as well as with adults. No other schools in the District had such a service available and the project staff, although overworked, undertook to tutor these needy students.

The site visits focused on the adequacy of materials, facilities, and instructional/tutorial activities. Interviews and discussions were held with

the project coordinator and some of the staff. The central facility for the Parent Resource Program was a converted classroom in P.S. 83. Here, the coordinator and the paraprofessional responsible for office management held workshops, and produced and stored materials. The room was quite large and attractive and comfortable. The atmosphere was inviting and it was well stocked with relevant literature and other information pertaining to the school community. The tutorial center was also held here.

Observation of the center and discussion about the tutorial sessions indicated that the activities planned and utilized by the teachers and tutors were educationally sound and appropriate for the target population. The staff had developed excellent rapport with students and parents. Reactions of everyone interviewed were positive toward the program.

The parent workshops were held once a month and appeared to be attracting sufficient numbers of people. The project coordinator revealed much concern over the number of schools they were supposed to be serving. She and her staff found it impossible to really service adequately the large numbers of schools stated in the proposal. As a result the family workers (the staff out in the field) were not able to do all they had planned in every one of the schools. The program was functioning most effectively in P.S. 72, P.S. 108, P.S. 107, J.H.S. 13, and P.S. 83. In addition, the project staff felt hampered because they had begun to see what valuable services they could be performing for children. Therefore, besides working with parents, holding workshops, informing them of school matters, persuading them to attend meetings, they also held workshops in the various schools for students in the afternoons. These workshops included a series on drugs, health and

classroom problems.

When asked about the adequacy of materials and equipment, staff members felt that there had not been sufficient funds available for adequate tutorial material. In addition they also felt the need for more office equipment. They had not even been able to secure enough typewriters.

The project coordinator has explored the possibility of limiting the program to a few selected schools and concentrating more attention on the tutorial services. Discussions among staff revealed that improving the effectiveness of assisting students was a very high priority.

Although the project was modified and was not implemented exactly as described in the original 1974-1975 proposal, it was evident that the project coordinator and her staff were moving ahead as the year progressed toward much greater understanding of the community and school needs. Their learning experiences over this past year provided school District #4 with valuable services.

IV. SUMMARY CONCLUSIONS AND RECOMMENDATIONS

The major objectives of the Parent Resource Center were to increase parent participation at Parent Association Meetings, to significantly increase parents' knowledge of school-related matters and to improve reading scores of participating students (grades 3 through 6), in the tutorial center. The program provided parent workshops in the mornings, student workshops in the afternoons, and also ran an after-school tutorial center. The program was modified in January 1975 to include a tutorial center. For this center, additional staff were hired, including three part-time teachers and three part-

time student aides. The program serviced all the 23 pupil schools in the District #4 in Manhattan and services were fully implemented, with the exception of the discrepancy previously described.

Evaluation of the program objectives indicated that parent information did improve significantly. However, the program objectives concerning parent attendance and reading achievement were not supported. Site visits did indicate that the program appeared to be providing valuable services.

Recommendations

1. The program should be recycled. This recommendation is based on site visits and the growth of parents' knowledge.

The remaining recommendations are offered for the purpose of suggesting ways in which the program can be strengthened and its objectives modified so as to take advantage of priorities, the existence of which had not been known prior to this year.

2. The after-school tutorial should be expanded to provide essential remediation in math as well as in reading. It should include children in at least five schools.
3. Bilingual staff should be hired for the tutorial center in order to best meet the needs of the target population which is 60% Puerto Rican.
4. Based on discussion and direct observation of the program, six part-time teachers and six part-time paraprofessionals should be added to the project personnel in order that the tutorial center be most effective.
5. Funds should be allotted to purchase necessary reading and math supplies for the tutoring program.

CENTER FOR EDUCATIONAL RESEARCH AND FIELD SERVICES
NEW YORK UNIVERSITY

Final Report

Function Number 20-53415

EVALUATION OF CITY-WIDE UMBRELLA PROGRAMS
NEW YORK CITY BOARD OF EDUCATION
1974-1975 SCHOOL YEAR

"TEACHER SELF-HELP PROGRAM"

Prepared by: Professor Sheldon Kastner
Professor Paul Heintz

I. THE PROGRAM

The Teacher Self-Help Program for the year 1974-1975 functioned in several capacities. Basically, it served as a model teacher training program designed to develop demonstration programs for the teaching of reading and for the teaching of English as a second language. A second objective of the project was to provide opportunities within the regular school day for teachers to be trained in the above skills so that they could utilize them with their own students in their own schools. However, it also served the needs of a selected group of youngsters whose reading scores showed a discrepancy between vocabulary development and reading comprehension. Children whose scores were .5 to 1.5 years below grade and reading were also for the program.

Although objectives for the overall proposal were specific, each project site developed programs and demonstration laboratories specifically

for its school population. A grade and/or a group of children were studied intensively and given special instruction designed to overcome the learning difficulties. Conclusions drawn by the project personnel, based on the lab work, were shared with the classroom teachers and with the entire school faculty. Suggestions and recommendations were made to the classroom teacher.

The program functioned this year in two schools in Queens, P.S. 70 in Long Island City and P.S. 11 in Woodside. A third school listed in the original proposal was deleted before the school year began. (A modification submitted in February 1975 permitted the addition of two schools, P.S. 151Q and P.S. 84Q, and provided those schools with corrective reading programs.) Schools were selected on the basis of need, available resources and receptivity to new ideas. Fifty children, selected by teachers and principals on the basis of test scores, were served at each of the project sites. Faculty selected for training with the project were recommended by either the school principal or the project supervisor. A major goal of the program was to provide on-the-job training for teachers, so therefore, funds were allocated for per diem substitute coverage for teachers involved in the program. This insured the participating teacher competent class coverage while he/she attended the project sessions.

The Teacher Self-Help project operated two hours per week in each of the sites.

Its staff consisted of a coordinator, responsible for overseeing the administrative and training procedures in each center, teachers selected by the participating schools, per diem teachers as necessary and one educational assistant who kept records, duplicated materials, etc.

The Teacher Self-Help project functioned every week of the school year 1974-1975.

II. EVALUATION PROCEDURES

Evaluation Objective I

To determine whether, as a result of participation in the program, the reading grade of the students will show a statistically significant difference between the real post-test score and the anticipated post-test score.

Subjects

All participants in the program.

Methods and Procedures

The appropriate forms of the city-wide administered reading tests (Metropolitan Achievement Test, 4/74 and NYC Reading Test, 4/75) will be used to assess changes in reading.

Analysis of Data

Data will be analyzed by the "Real Post-test vs. Anticipated Post-test Design".

Evaluation Objective II

To determine if at least 50% of the participants in the Teaching English as a Second Language Tutorial Program will increase their language ability by one (1) level on the NYC Language Fluency Scale.

Subjects

All participants in the program.

Methods and Procedures

Participants will be rated during the first week and last week of the program on the NYC Language Fluency Scale.

Analysis of Data

A count of the number of participants making at least a one unit change will be tallied.

Evaluation Objective III

To evaluate the extent to which the program, as actually carried out, coincided with the program as described in the project proposal.

Subjects

All participants in the program.

Methods and Procedures

In order to evaluate the quality and extent to which the program had been implemented, close monitoring of the program will be carried out by conducting site visits at the beginning and end of the project period; by examining rosters containing lists of personnel working in the project, along with other documents related to the implementation of the program; and by maintaining continuous contact with the project coordinator in order to obtain data on all aspects of the functioning of the project.

Analysis of Data

A statement concerning the extent of implementation of the program will be made; and, where serious discrepancies exist between proposal and program, provide a description of those discrepancies.

III. FINDINGS

Evaluation Objective I

To determine whether, as a result of participation in the program, the reading grade of the students showed a statistically significant difference between the real post-test score and the anticipated post-test score.

The appropriate forms of the city-wide administered reading tests (Metropolitan Achievement Test, 4/74 and NYC Reading Test, 4/75) were used to assess changes in reading.

Data were analyzed by the "Real Post-test vs. the Anticipated Post-test Design".

Table 1 contains a summary of the data relevant to Evaluation Objective I. Data is grouped separately for grades 2, 3, and for grades 4, 5, and 6.

The results of the test of significance between actual post-test scores and anticipated post test-scores revealed highly significant differences in reading in grades 2 and 3 ($t = 4.72$; $.01$), with actual post-test scores being higher. A comparison of the mean actual post-test scores with the predicted post-test scores indicates that in the second and third grade pupils gained approximately one half year in excess of what was predicted on the basis of their past history of achievement in reading. For each month, these pupils were in this program, an average gain of one-half month in excess of expectation is indicated.

Table 1 also contains relevant data in reading for the Grade 4-6 groups. Results again proved to be highly significant ($t = 16.17$; $.01$). A comparison of the mean actual post-test scores with predicted post-test scores revealed

TABLE 1

Results of Historical Regression Analysis
in Reading Achievement
(Real Post Scores vs. Anticipated Post Scores)

Name of Test	Total N	Grade	No. Tested	Date	Mean	Predicted Post Test Mean	Actual Post Test Mean Date	Mean	Statistical Data t-value	p
MAT/NYC	49	2, 3	49	4/74 MAT	2.04	2.4	4/75 NYC	2.9	4.72	.01
MAT/NYC	142	4,5,6	142	4/74 MAT	3.5	3.8	4/75 NYC	5.3	16.17	.01

that these students made even greater gains. The grade 4 - 6 group gained approximately one year and four months in excess of what was predicted. Students participated in the program for a full school year which indicates an average gain of one and one-half month for each month of participation in the program.

These data prove very highly supportive of the existing program.

Evaluation Objective II

To determine if at least 50% of the participants in the Teaching English as a Second Language Tutorial Program increased their language ability by one (1) level on the NYC Language Fluency Scale. Analysis of the ratings made on the NYC Language Fluency Scale indicated 77% of the participants showed improvement in speaking while 64% of the participants showed improvement in understanding. These results indicate that program objective two was achieved.

Evaluation Objective III

To evaluate the extent to which the program, as actually carried out, coincided with the program as described in the project proposal. Examination of the personnel rosters and other documents supplied by the coordinator indicated that the project employed a coordinator who was in charge and who worked approximately 50 hours during the year, a full-time educational assistant, four reading teachers, and as many per diem teachers as were necessary in order to provide continuous coverage for those teachers attending the program.

Two modifications occurred during the project year. P.S. 69, originally listed as a target school was eliminated at the start due to an inability to service that school adequately, and two new schools, P.S. 151Q and P.S. 84 were added in February 1974. This latter modification occurred when it became apparent that the two schools were in need of a corrective reading program. Fifty students in each of the schools participated in the program. Funds became available due to a cutback by half of the coordinator's paid hours to the project.

Other than the above, the project functioned as outlined in the proposal.

Direct observation of the project revealed that well equipped self-help labs functioned in each of the schools participating. Model reading laboratories operated at each school with a corrective reading teacher instructing the groups. One paraprofessional worked in conjunction with the laboratory program. Students in the corrective reading groups were broken down into sub-groups of 8-10, each group which met for 40 - 45 minutes. A variety of materials (books and magazines, etc.) audio-visual aids (tapes, records, etc.) were observed in the centers. Program staff utilized the materials and supplies very effectively. Instructional activities generated a good deal of enthusiasm from participants and appeared to be very well planned and organized and were appropriate for the target population. Interviews with staff indicated that both modules, the corrective reading program and the teacher training program had influenced reading activities in the entire school. The training which teachers had received prior to this year's project was being implemented and had been incorporated into the school curriculum.

Recommendations which were made in the 1973-1974 evaluation included:

1) a recommendation that the project be recycled on a full-school year basis and 2) other persons interested in a program such as teacher self-help should avail themselves of the experience of the present staff in the areas of preparing materials, payroll procedures and hiring of personnel.

This year the project was indeed funded for the school year without interruption and discussion with the coordinator revealed a great deal of interest in the program city-wide.

In short, it was evident that the project was highly successful in implementing the program as outlined in the proposal. The staff provided valuable services appropriate for the needs of elementary school children and the teaching staff of the schools.

IV. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The major objectives of the Teacher Self-Help Program were to raise the reading grade of the target population, and to increase the language ability by one (1) level on the NYC Language Fluency Scale of at least 50% of the Teaching English as a Second Language Tutorial participants. Both of these objectives were achieved. One hundred fifty students regularly participated in the project which was offered during regular school hours. The program provided services in four schools, two hours per week at each site. The program was fully implemented according to the project proposal with the exception of modifications noted in the previous chapter.

The following recommendations are made for the purpose of strengthening a sound educational program:

1. The program should be recycled for the following year;

2. The paraprofessional's services are invaluable. Funds should be provided to increase the number of paraprofessionals. Possibly more children could be serviced in this way.

CENTER FOR EDUCATIONAL RESEARCH AND FIELD SERVICES
NEW YORK UNIVERSITY

Final Report

Function Number 20-53416

EVALUATION OF CITY-WIDE UMBRELLA PROGRAMS
NEW YORK CITY BOARD OF EDUCATION
1974-1975 SCHOOL YEAR

"EAST HARLEM PRE-KINDERGARTEN CENTER"

Prepared by: Professor Sheldon Kastner
Professor Paul Heintz

I. THE PROGRAM

The 1974-1975 East Harlem Pre-Kindergarten Center located at P.S. 112 in District #4 was designed to provide an all day learning experience for 30 three and four-year-olds who, due to overcrowded conditions and to lack of facilities elsewhere, could not be accommodated in existing programs. In addition to the above number, a modification in the proposal, due to a reallocation of existing umbrella funds, allowed for a second group of 30 youngsters, also aged three and four, to be accommodated on a half day basis beginning mid-February 1975.

The center was begun in order to fulfill the needs of parents who were either out of the home during the day or who were considered disadvantaged in other ways. Participants in the program, predominantly Black and Puerto-Rican youngsters, were generally selected from families with older siblings in the

school who had previously evidenced retardation in school achievement or who had been identified as in need of such a program by the principal and/or by teachers. The additional new group of youngsters was selected from a long waiting list. The eldest were accepted first and additional children were selected due to special considerations, such as working parents, etc.

The project's objectives were to provide a positive learning and social environment for these youngsters in order to build specific skills in language arts, problem solving, sensory awareness, fine motor coordination and physical and social development. In addition, the project's staff anticipated that as a result of this program the children's self-esteem would be enhanced and that their attitude towards school would be positively influenced.

Activities during the school year which were geared to promote the above objectives included activities such as role playing, learning songs and rhymes, playing with rhythm band instruments, acting out improvisations of stories and plays, and listening to stories and records. In addition skill building activities including recognition of the alphabet, learning to spell their names, learning their home addresses, learning number concepts, and even learning to read in some cases were part of the curriculum. Along with the aforementioned, the children were taught basic health and nutritional habits. (Breakfast and hot lunch were part of the school day.)

A typical school day included breakfast, social play, arts and crafts experiences, games and puzzles, structured reading, writing and mathematical experiences, housekeeping and cooking experiences, music and singing, hot hunch, naptime on individual cots, and outdoor large muscle play.

The Pre-Kindergarten's staff this year included two licensed teachers and five paraprofessionals, as allowed in the original proposal, and an additional full-time teacher and two paraprofessionals, according to the modification. The additional paraprofessional functioned three days per week as a family assistant, acting as liason between parents and the program. Fifteen children were in each class, with a full-time teacher and two paraprofessionals employed for each of the two all-day programs and one full-time teacher and two paraprofessionals overseeing the 2½ day programs.

All 3 classrooms were large, bright and airy, filled with materials which included everything from blocks to reading kits. Attendance in the program was near 100% almost every day of the year.

The East Harlem Pre-Kindergarten Center operated every day of the school year, from September 1974 to June 26, 1975.

II. EVALUATION PROCEDURES

Evaluation Objective I

To determine whether, as a result of participation in the program, the physical abilities of the children will show a statistically significant difference between the pre-test and post-test scores.

Subjects

Sixty three-and-four-year old pre-school children.

Methods and Procedures

A program developed check list will be administered to the children during the first week and last week of the program.

Analysis of Data

The statistical significance of improvements will be analyzed by using McNemars Significance of Change.

Evaluation Objective II

To determine whether, as a result of participation in the program, the children will show a statistically significant improvement in social skills.

Subjects

Sixty three-and-four-year old pre-school children.

Methods and Procedures

A program developed check list will be administered to the children during the first week and last week of the program.

Analysis of Data

The statistical significance of improvements will be analyzed by using McNemars Significance of Change.

Evaluation Objective III

To determine whether, as a result of participation in the program, the children will show a statistically significant improvement in intellectual ability.

Subjects

Sixty three-and-four-year old pre-school children.

Methods and Procedures

A program developed check list will be administered to the children the first week and last week of the program.

Analysis of Data

The statistical significance of improvements will be analyzed by using McNemars Significance of Change.

Evaluation Objective IV

To evaluate the extent to which the program, as actually carried out, coincided with the program as described in the project proposal.

Subjects

Sixty three-and-four-year old pre-school children.

Methods and Procedures

In order to evaluate the quality and extent to which the program had been implemented, close monitoring of the program will be carried out by conducting site visits at the beginning and end of the project period; by examining rosters containing lists of personnel working in the project, along with other documents related to the implementation of the program; and by maintaining continuous contact with the program coordinator in order to obtain data on all aspects of the functioning of the project.

Analysis of Data

A statement concerning the extent of implementation of the program will be made; and, where serious discrepancies exist between proposal and program, provide a description of those discrepancies.

III. FINDINGS

Evaluation Objectives I, II, and III

Information concerning improvement in physical abilities, social skills, intellectual skills for the target population for objectives 1, 2, and 3 was provided in a single check list. Teacher ratings were used to determine if objectives 1, 2, and 3 were attained.

Objective 1 concerns changes in physical abilities. Analysis of the teachers' ratings by using the McNemar Significance of Change indicates significant growth in physical abilities, ($X^2 = 6.1$; $p < .05$).

Objective 2 concerns changes in social skills. Analysis of the teachers' ratings by using the McNemar Significance of Change indicates significant growth in social skills, ($X^2 = 11.06$; $p < .01$).

Objective 3 concerns changes in intellectual abilities. Analysis of the teachers' ratings by using McNemars Significance of Change indicates significant growth in intellectual abilities, ($X^2 = 45.5$; $p < .01$).

Evaluation Objective IV

To evaluate the extent to which the program as actually carried out, coincided with the program as described in the project proposal, and analysis of the personnel rosters and other documents supplied by the project coordinator revealed that a total of seven persons were employed by the program (excluding the coordinator, who as principal of the school was not reimbursed by the project funds) with the addition of a third classroom (modification) three additional persons were added to the staff. Thus the total included three full-time, certified New York City teachers, six full-time teacher assistants, two for each classroom, and a part-time family worker.

As indicated previously, a major modification in the original 1974-1975 proposal was the addition of a third class of pre-kindergarteners which began in February 1975. This additional kindergarten consisted of two half-day programs with a total of 30 children in attendance divided equally in half, with the oldest usually in the morning class. Staffing for the new section consisted of one full-time New York City teacher who had been excessed from another district and two full-time paraprofessionals as assistant teachers. Children accepted for this new section of the pre-kindergarten program were selected from a long waiting list, the oldest accepted first with the next priority given to special considerations and problems such as working mothers, etc. Sex and ethnic distribution were not prime considerations.

Funds for the new section were made available through a reallocation of the program's existing budget. The Board of Education, Division of Funded Programs (umbrella programs), could not authorize a full-day program for the new group because it would have been too costly. As a result, this new classroom was only allotted \$500 for equipment and supplies. The school's tax levy funds had to be appropriated to pay for additional expenditures.

An additional modification had to do with the evaluation procedures originally listed on the proposal. The proposal stated that a Pre-School Attainment record was to be used to measure the rate of growth of the youngsters involved in the program. Instead a program developed check list was substituted to replace the original method of evaluation.

Discussion with the project coordinator pointed up an interesting problem. Although the program had been in operation since 1972, there had been no evaluation instrument measuring program objectives used consistently over the length of the program. The coordinator, who took over the project

this year appeared frustrated that there was no such device. She kept informal records for herself all year in order to compare the progress of "graduated" children from the program with those who had not participated in it, but felt strongly that there needed to be long range evaluation of the project. The project coordinator had expected that the outside evaluation agency was to have prepared and administered objective tests to program participants.

The site visits to the East Harlem Pre-Kindergarten Center focused on evaluation of the adequacy of facilities, materials and instructional activities. Interviews were conducted with the coordinator, with teachers and with educational assistants. The three classrooms were large, bright, airy and beautifully and colorfully decorated. Space for materials and equipment and for children to fully utilize the equipment was more than adequate. Each room had a piano, a sink, some cooking facilities, a bathroom, movable tables and chairs and individual cots for the children to sleep or rest on. In addition, there was a variety of equipment in each room such as blocks, trucks, easels, as well as many educational games and puzzles, arts and crafts materials (paste-paint, paper, scissors, etc.) plus a record player and records. The teachers employed by the project also had made a variety of educational materials to supplement a limited budget. All the equipment was entirely appropriate for the target population and observations made during site visits indicated that these supplies were all utilized effectively by teachers, aides and students.

Direct observation of all the classes in the project revealed that attendance was near 100%, which the project coordinator said was the case

all year long. Activities were varied and stimulating. A combination of free and structural play/learning was observed with the atmosphere in all groups very warm and friendly. Some differences in structure and curriculum were seen, which is natural since a classroom environment always depends on the creativity of the teacher. The teachers had overall responsibility for their students with the two paraprofessionals in each room functioning effectively as assistants in every capacity.

Breakfast, consisting of cereal, fruit and milk was available as well as hot lunch and snack. Observation of lunch proved to be a happy experience. Children sat wherever they wished and served themselves as much as they wanted to eat. (There was no limit as to how much they could eat.) Lunch consisted of a hot meat dish, bread and butter, vegetable, milk and fruit or pudding. The paraprofessionals and the teacher were available to oversee and give assistance whenever needed.

The project coordinator was always available and appeared regularly in all the classrooms. She knew every child by name and generally helped to a most positive learning climate, both for staff and for students. Obviously, her enthusiasm for the success of the program and her fine quality of supervision, organization and leadership contributed much to the successful attainment of program objectives. Staff members, as a group seemed motivated and sensitive to the needs of the target population. Working relationships appeared to be smooth amongst all the staff.

Interviews with the coordinator and the teachers indicated their concern for the children should the program not be expanded to absorb the half-day youngsters into a full-day program. All felt that the half-day experience for the four year olds was not enough to make a significant change in the direction of their lives. Further discussion revealed the need for a bilingual

Pre-Kindergarten. The school population is 67% Puerto Rican and many of the parents spoke very little English. Parents and staff together wanted autonomy over snack funds for the coming year in order that they be used as an additional learning experience for the children. (Rather than cookies and other high-carbohydrate snacks being provided, parents and staff could buy or cook with the children, their own sound nutritional snacks.)

The program, thanks to the project coordinator and the staff, was successful in implementing the project as outlined in the proposal. It provided necessary services for the target population that were not available to them anywhere else, either in the school system or in the community.

IV. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The major objectives of the East Harlem Pre-Kindergarten Center were to improve the physical abilities and the social skills of the 60, three and four year olds who attended the center during the school year 1974-1975. The program provided services five days a week during regular school hours and followed the normal public school calendar.

Reviewing the findings section indicates that the major program objectives were achieved. Significant growth took place in physical abilities, social skills, and intellectual abilities. The program was implemented as described in the project proposal.

Recommendations

1. The program should be recycled and expanded to include two all-day Pre-Kindergarten sessions and two one-half day Pre-Kindergarten sessions.
2. One section of the Pre-Kindergarten should be a bilingual class in order to more effectively reach the target population and the parents, many of whom speak no English. A bilingual class for this age group would provide an excellent learning opportunity for all the children enrolled.
3. Children presently enrolled in the program should be given priority over new enrollees.
4. Additional parental involvement should be encouraged. More workshops helping to orient them to the school and to the needs of their children should be offered. More effective use of parents' specific skills and talents should be gleaned.
5. Older students in the school should be utilized as teacher-assistants in the classroom. Youngsters in the program could more easily be oriented to the entire school curriculum in this way.
6. Funds should be provided to take children on more trips and outside excursions.
7. Autonomy over snack funds should be allowed the project. This would encourage parents and teachers to develop stimulating new learning experiences for the children.
8. A long range evaluation study should be undertaken to determine whether the target population has continued to gain socially, physically and mentally over the years.

CENTER FOR EDUCATIONAL RESEARCH AND FIELD SERVICES
NEW YORK UNIVERSITY

Final Report

Function Number 20-53419

EVALUATION OF CITY-WIDE UMBRELLA PROGRAMS
NEW YORK CITY BOARD OF EDUCATION
1974-1975 SCHOOL YEAR

"BROOKLYN COLLEGE VOLUNTEER TUTORING PROGRAM"

Prepared by: Professor Sheldon Kastner
Professor Paul Heintz

I. THE PROGRAM

The 1974-1975 Brooklyn College Volunteer Tutoring Program was designed to function as three separate but related components. First, it provided eligible elementary school students with intensive, one-to-one tutoring by college students, on a regularly scheduled weekly basis. Second, the project operated as a Homework Assistance Program, supervised by high school volunteers. Third, English as a Second Language was taught twice a week to adults in the community.

Objectives of the program for this year included raising the reading level of the participants in the tutorial program, providing space, supervision and guidance to the children in the homework program in order that they could more successfully complete homework assignments and improving the conversational English of adult participants in the evening component in order to facilitate communication in the school and in the community.

The target population for the program included both adults and children from the designated poverty area of Red Hook in Brooklyn, New York. Most

of the participants came from non-English speaking or bilingual Puerto Rican or Italian immigrant families.

Participation of both the tutors and tutees in the program was completely voluntary. A variety of techniques were employed by the program personnel to recruit the tutors and to advertise the availability of tutoring assistance with homework and the teaching of English.

These techniques included writing newspaper articles, distributing flyers and brochures, displaying photographs and information about the program on bulletin boards and holding open house for public school officials, college officers, legislators, community persons and parents. In addition, children were recruited through communication with guidance counselors and administrators in school District 15. High school and college volunteers were enlisted through communications with school and college personnel, through personal contact, telephoning, correspondence, visitations to classes and maintenance of a recruiting booth at Brooklyn College.

The center, housed in a large basement at 467 Court Street in Brooklyn, was open five days a week. The program was to provide services to 75 youngsters in grades 1 - 6, Mondays to Thursdays from 3 to 5 p.m. Additionally, fifty children were to be serviced on Friday afternoons from 3 to 5 p.m. in the one-to-one tutorial component. Twenty adults were to meet twice a week from 6 to 9 p.m. in the ESAL component.

Homework-helper roles included clarification and explanation of homework assignments, teaching concepts whenever necessary, instilling standards of accuracy and neatness in homework and checking homework for completion and corrections before students left the center.

College volunteer activities included teaching youngsters alphabet and number skills, learning sequential and word attack skills, improvement of

reading comprehension and developing speaking and listening skills.

The evening adult program concentrated on vocabulary, everyday phrases and sentences, and conversational English. In addition to the above, field trips were held throughout the project year to parks and plays and to the Statue of Liberty.

Staff for this year's Brooklyn College Program included a coordinator (substitute teacher), and educational assistant, a clerk, two family workers, and three teachers. In addition, twenty-five high school and college students volunteered their services as tutors.

The program was in operation throughout the school year, from September 1974 to June 1975 inclusive.

II. EVALUATION PROCEDURES

Evaluation Objective I

To determine whether, as a result of participation in the program, the reading grade of the students will show a statistically significant difference between the real post-test score and the anticipated post-test score.

Subjects

All pupils participating in the program.

Methods and Procedures

The appropriate forms of the city-wide administered reading test (Metropolitan Achievement Test, 4/74 and NYC Reading Test, 4/75) will be used to assess changes in reading.

Analysis of Data

Data will be analyzed by the "Real Post-test vs. Anticipated Post-test Design".

Evaluation Objective II

To determine if 70% of the adult participants in the program will demonstrate at least a one (1) unit improvement from pre- to post-testing in spoken English skills as rated on the NYC Language Fluency Scale.

Subjects

All adult participants in the program.

Methods and Procedures

Participants will be rated on the NYC Language Fluency Scale during the first week and last week of the program.

Analysis of Data

A count of the number of participants making at least a one (1) unit change will be tallied.

Evaluation Objective III

To evaluate the extent to which the program, as actually carried out, coincided with the program as described in the project proposal.

Subjects

All participants in the program.

Methods and Procedures

In order to evaluate the quality and extent to which the program had been implemented, close monitoring of the program will be carried out by conducting site visits at the beginning and end of the project period; by

examining rosters containing lists of personnel working in the project, along with other documents related to the implementation of the program; and by maintaining continuous contact with the project coordinator in order to obtain data on all aspects of the functioning of the project.

Analysis of Data

A statement concerning the extent of implementation of the program will be made; and, where serious discrepancies exist between proposal and program, provide a description of those discrepancies.

III. FINDINGS

Evaluation Objective I

To determine whether, as a result of participation in the program, the reading grade of the students showed a statistically significant difference between the real post-test score and the anticipated post-test score.

All children enrolled in the homework-helper section of the program were evaluated for progress in reading achievement. The data relevant to the first program objective is in Table 1.

The data in Table 1 indicates that the program objective of a significant increase in reading achievement when analyzed by a real vs. anticipated post-test design was achieved. Students enrolled in the program on average gained about 3½ months.

Evaluation Objective II

To determine if 70% of the adult participants in the program demonstrated at least a one (1) unit improvement from pre- to post-testing in

TABLE 1

Results of Historical Regression Analysis in
Reading Achievement
(Real Scores vs. Anticipated Post Scores)

	$\bar{X}$	Difference Mean	t Value	Level of Significance
Pre-test	2.02			
Post-test	2.77	.36	2.32	.05
Anticipated Post-test	2.41			

MAT/NYC 4/74, 4/75

N = 34

spoken English skills as rated on the NYC Language Fluency Scale.

Teachers' ratings of the participants progress in speaking English was evaluated to determine if 70% of the participants showed at least one (1) unit progress. Evaluation of the ratings indicate that all 15 participants (100%) showed at least one (1) unit progress in spoken English.

Evaluation Objective III

To evaluate the extent to which the program as actually carried out, coincided with the program as described in the project proposal. An examination of personnel rosters and other documents supplied by the project coordinator revealed that a total of seven persons were employed for wages to provide direct and indirect services in the 1974-1975 program. In addition, twenty-five high school and college students volunteered their services as tutors. Full-time staff members included the coordinator, the clerk and one family worker. Part-time staff members included the educational assistant who participated approximately 6½ hours per day; a family worker, whose services were required four days per week, four hours per day; and three teachers, one of whom taught Fridays from 3 to 5 p.m., one who taught Monday through Thursdays from 3 to 5 p.m., and one whose services were required on Tuesday and Thursday evenings from 6:30 to 9 p.m.

A modification in the Tutoring Program allowed for the educational assistant to change her working hours from daytime to evenings on Tuesday and Thursday. It was felt that she could be used more effectively in the evening ESAL component since she was bilingual. An additional modification increased the part-time family worker by four hours so she could better serve the community.

Evaluation by the outside agency focused on the adequacy of facilities, materials and instructional/tutorial activities. Interviews conducted with the project coordinator indicated that the program functioned well and followed the guidelines of the proposal. Discussion with him further revealed that instructional and tutorial activities planned and utilized by the teachers and the tutors were instructionally sound and appropriate for the target population. Tutors had developed very close working relationships with their tutees which generated enthusiasm and positive feeling for the program. Staff in District 15 felt the program to be a very rewarding one for their students.

Over the year, the project coordinator had been exploring the addition of a pre-kindergarten component to the program. Apparently, the neighborhood is in great need of this type of service. Discussion with the coordinator revealed that funding for a pre-kindergarten could be secured if the evening ESAL project was dropped.

The project coordinator was successful in implementing the program as outlined in the year's proposal. The Brooklyn College Volunteer Tutoring Program provided valuable services for its target population, elementary school youngsters who were in need of remedial and enrichment one-to-one tutoring and in need of homework assistance. Also the program provided necessary services to its adult members in the evening English as a Second Language Program.

IV. SUMMARY. CONCLUSIONS AND RECOMMENDATIONS

The major objectives of the 1974-1975 Brooklyn College Volunteer Tutoring Program were to raise the reading grade of the selected participants and to improve the English speaking skills of the adult population. A total of approximately 50 children participated in the Homework Assistance Program which was offered outside of regular school hours, on an after-school and evening basis. Twenty adults participated in the English as a Second Language Program. The program provided tutorial and ESAL services five days a week for two hours per day, two times a week in the evenings again for two hours per session.

Review of the data in the Findings section indicates that the two major program objectives of improvement in reading and spoken English were achieved. The program, with the addition of two minor modifications was fully implemented as outlined in the project proposal.

The following recommendations are made for the purpose of suggesting ways in which an educationally sound program may be further strengthened.

1. The program should be recycled. The homework-assistant component of the project should be expanded if possible. Funds should be reallocated so as to provide for a pre-kindergarten experience for two groups of 15 children, to be held week-day mornings. The need for this program seems to be substantial in the target community.

CENTER FOR EDUCATIONAL RESEARCH AND FIELD SERVICES
NEW YORK UNIVERSITY

Final Report

Function Number 20-53420

EVALUATION OF CITY-WIDE UMBRELLA PROGRAMS
NEW YORK CITY BOARD OF EDUCATION
1974-1975 SCHOOL YEAR

"THE PARENT EDUCATION FOR PUPIL PROGRESS PROGRAM"

Prepared by: Professor Sheldon Kastner
Professor Paul Heintz

I. THE PROGRAM

The Parent Education for Pupil Progress program for the 1974-1975 school year was designed to establish more effective communication between the home and the school and to familiarize parents with their childrens' school curriculum in order that they might be of more assistance to them. The program served the areas of Brownsville, Canarsie and East Flatbush in two school districts, District #18 and District #23. Both of these school districts had achieved low test scores which were below the New York City average. It was felt that a major reason for these low scores was a lack of communication between school and home due to the language barrier and the parents' poor understanding of the school's activities and functions.

The program's objectives for the year included the development of a positive attitude toward learning among both parents and children and increasing written and spoken English among the parents.

Participation in the project was voluntary, with the target population

selected after consultation with the districts' Parent Associations, the community school District #18, community superintendent and the individual school principals. Eligible parents included those with children learning the following subjects: 1) social studies, K-12; 2) mathematics, K-12, I.S.S. (1, 2, 3), (3, 4, 5), (6, 7, 8); 3) reading; 4) Spanish as a second language; 5) English as a second language. One-hundred twenty parents were selected to participate in the program for the 1974-1975 project year. Information about the program and its services was made available to prospective parents through letters and flyers sent to Parents' Association presidents and school principals.

Classes for the parents were held at two different sites. Three groups, Spanish, Social Studies and Reading for grades 7 - 12 were held at P.S. 242 on Tuesday evenings from 7 - 9 p.m.; and five classes were offered at J.H.S. 285 in Reading (K-6), Math (K-3), Math (4-6), Math (7-12) and English as a second language, also on Tuesday evenings at the same time.

The major project activity was teaching parents the pupils' curriculum in order to enable them to help teach it to their own children. In District #18, a new mathematics curriculum was introduced in September 1974 entitled Instructional Support System (I.S.S.) and much of the program was devoted to helping parents interpret for themselves and to their children the objectives of the new curriculum.. Parents were introduced to the principles of association, communication and distribution, base theory, negative and positive numbers and geometric and algebraic forms. They used apparatus such as cuisinaire rods, geo-boards, the abacus, and balance scales.

In Language Arts, project activities for parents focused on phonetics and linguistic lessons; on study techniques such as outlining and note-

taking, letter writing, usage, comprehension skills, etc. Parents made phonic wheels, crossword puzzles and tapes among other activities.

In Social Studies, attention was directed to the NYC prescribed comprehensive K - 12 curriculum. Parents used maps, globes and filmstrips as part of this curriculum study.

In English and Spanish as a second language the oral-aural method of instruction was utilized. As in a regular school situation, tests described by teachers and staff were administered to all participants in all classes to determine progress.

Personnel for the Program for the year 1974-1975 included a coordinator who worked approximately 6 hours per week, who was responsible for the organization, supervision and budgeting of the program, and who served as liaison between the Board of Education and the Project. In addition to the coordinator eight teachers were employed two hours per week (1 session) to teach the subject matter, one educational assistant for two hours per week, and one secretary six hours per week comprised the staff.

Through program modification in March 1975, the staff was increased by two teachers and two educational assistants each for 14 two-hour sessions, one day a week.

The Parent Education for Pupil Progress operated throughout the school year 1974-1975, September until June.

II. EVALUATION PROCEDURES

Evaluation Objective I

To determine whether, as a result of participation in the program, a significantly positive attitude towards learning was developed by 70%

of the parents in the program as indicated by ability to respond appropriately to 75% of the items on a project developed questionnaire.

Subjects

Sixty parents.

Methods and Procedures

A project developed questionnaire will be administered during the last week of the program.

Analysis of Data

The number of parents able to respond appropriately to 75% of the items on the questionnaire will be tallied.

Evaluation Objective II

To determine whether, as a result of participation in the program, 70% of the parents will demonstrate a significant increase (one unit change) in spoken and written English skills as measured on the NYC Language Fluency Scale.

Subjects

Sixty parents enrolled in the program.

Methods and Procedures

Participants will be rated at the beginning and closing of the program on the New York City Language Scale.

Analysis of Data

A count will be made to determine if at least 70% of the parents have shown at least a one unit change in language fluency.

Evaluation Objective III

To evaluate the extent to which the program, as actually carried out,

coincided with the program as described in the project proposal.

Subjects

All participants in the program.

Methods and Procedures

In order to evaluate the quality and extent to which the program had been implemented, close monitoring of the program will be carried out by conducting site visits at the beginning and end of the project period; by examining rosters containing lists of personnel working in the project, along with other documents related to the implementation of the program; and by maintaining continuous contact with the project coordinator in order to obtain data on all aspects of the functioning of the project.

Analysis of Data

A statement concerning the extent of the implementation of the program will be made; and, where serious discrepancies exist between proposal and program, provide a description of those discrepancies.

III. FINDINGS

Evaluation Objective I

To determine whether, as a result of participation in the program a significant attitude towards learning was developed by 70% of the parents by ability to respond appropriately to 75% of the items on a project developed questionnaire.

In response to an 11-item questionnaire given to parents at the completion of the program, parents reported a significantly more positive attitude towards the program, their child's progress and behavior on nine of the eleven questions.

A total of 75 parents responded to the questionnaire. On 5 of the 11 questions at least 75% of the parents indicated a positive attitude toward learning. Thus, the first program objective was not attained. On only 45% of the questions did 75% of the parents show a positive attitude. The data were analyzed by the sign test and statistical data are summarized in Table 1.

Evaluation Objective II

To determine whether as a result of participation in the program 70% of the parents will demonstrate a significant increase (one unit change) beyond expectation in spoken and written English as measured by the NYC Language Scale.

Pre- and post-test scores were submitted for only six parents. One hundred percent improved in speaking and 60% improved in understanding. However, no conclusions can be reached in view of the small sample size.

Evaluation Objective III

To evaluate the extent to which the program as actually carried out, coincided with the program as described in the project proposal. An examination of the project personnel rosters and other documents supplied by the coordinator revealed that a total of 11 persons were employed by the project during 1974-1975 to provide direct or indirect services to the program. This number included the project coordinator and the project secretary who worked approximately six hours per week, eight part-time teachers employed two hours per week, and one educational assistant.

Two sites were utilized to conduct classes for the program. Both ran simultaneously on Tuesday evenings from 7 to 9 p.m. throughout the school year. At P.S. 242 classes in Spanish, Social Studies and Reading were offered.

TABLE 1
Results of the Analysis of
Parents' Attitude Toward the Program

Question		# Indicating Favorable Response or Improvement	# Indicating Neutral or Unfavorable Response	Z	Significance
1	Time Helping with Homework	55	20	4.1	.01
2	Understanding of School Work	69	6	7.3	.01
3	Child's School Work	65	10	6.3	.01
4	Getting Along with Child	43	32	1.2	n.s.
5	Parent-School Contact	32	43	-1.2	n.s.
6	Child's School Behavior	51	24	3.3	.01
7	Attitude Towards Child	48	26	2.4	.01
8	Teacher Rating	65	10	6.3	.01
9	Relevance of PPEP to Child's Schoolwork	57	18	4.5	.01
10	Attitude Towards Refunding	74	1	8.3	.01
11	Requirements for changes	48	24	2.4	.01

and at J.H.S. 285 the curriculum consisted of Reading, three sections of Math designed for different age groups, and a class of English as a second language.

Evaluation of the program, consisted of observing the facilities and the materials and evaluating the instructional activities. Classroom space utilized by the program was adequate.

No problem was observed with the physical plant.

Observation of the instructional sessions revealed very low attendance in every class. Although the project proposal indicated that a total population of 120 parents would participate, the average number of parents and children served was 43, two thirds less than the projected total. Interviews with the coordinator revealed that in past years, parents had been paid a stipend to attend the sessions, but this practice had been discontinued due to cut-backs in funding. However, although attendance was low, a great deal of enthusiasm was evidenced by those parents who did attend the classes. Parents in all the groups visited were uniformly pleased with the program.

The quality of instructional activities varied from class to class, although teacher-pupil rapport was quite high throughout. Some of the sessions observed appeared to be adult-education oriented, rather than designed to implement the objectives of the project proposal. For example, observation of a Social Studies class revealed a lecture-type approach in which the instructor described what had occurred in the children's classes during the day, rather than actually "involving" the parents in the activities. Other classes observed, however, revealed a great deal of actual participation by parents. The atmosphere in all the classes was excellent and it was apparent that a very cooperative environment existed between faculty and parents, as

well as among the parent participants themselves. This was judged to be a very positive influence on the program.

Discussions with the project coordinator indicated a need for re-examination of currently used testing instruments in order to more effectively demonstrate the value of the project in the future. At present, it was difficult to assess whether project objectives were being met due to the lack of "hard data".

IV. SUMMARY CONCLUSIONS AND RECOMMENDATIONS

The major objectives of the Parent Education for Pupil Progress Program were to improve the attitude toward learning by parents involved in the project and to increase the level of spoken and written English of the target population. An average of 43 adults voluntarily participated in the program which was offered on Tuesday evenings throughout the school year. The program was implemented, as much as possible, considering the rather poor attendance record, when viewed against the projected number in the proposal. The first program objective of increasing parents' attitudes toward learning was not achieved. The second program objective could not be evaluated due to lack of adequate data.

The following recommendations are made in order to strengthen the program so that its continued existence will be justifiable educationally.

1. The project should only be recycled at the current level of funding if participation in the project is increased. The suggestion for recycling is primarily based on site visits.
2. Every effort should be made to recruit, retain, and hopefully increase the number of participants in the program.

CENTER FOR EDUCATIONAL RESEARCH AND FIELD SERVICES
NEW YORK UNIVERSITY

Final Report

Function Number 20-53421

EVALUATION OF CITY-WIDE UMBRELLA PROGRAMS
NEW YORK CITY BOARD OF EDUCATION
1974-1975 SCHOOL YEAR

"IMPROVING THE DESIGNATED PRIORITY SKILLS OF READING AND MATHEMATICS
THROUGH THE
CAREER AWARENESS PROGRAM"

Prepared by: Professor Sheldon Kastner
Professor Paul Heintz

I. THE PROGRAM

The 1974-1975 Career Awareness Program was primarily designed to improve the designated priority skills of reading and mathematics. Other purposes include: to assist in the binlingual program of the involved schools; to provide for career awareness activities, learnings and experiences; to provide teacher and paraprofessional training as well as providing supportive services, instructional materials and equipment. The program's services reach approximately 8,000 educationally disadvantaged students in the city of New York, grades K - 6, whose standard examination scores indicate deficiencies as much as 4 years below recognized norms.

Participants were to be selected in the individual schools of each of the 32 Community School Districts. The students engage in numerous activities, a majority of which emphasize the remediation of reading and mathematical

skills. Of the available activities, the Publishing Activity Centers provide for the development of creative writing and artistic projection. The participants work under the guidance of the classroom, reading and/or cluster teachers. The pupils were scheduled to write, rewrite after proofreading, and type the material; layout, paste-up and publish the copy by using the various pieces of equipment such as signmaker, stencil cutter, mimeograph, binder and others.

A Mobile Learning Center in C.S.D. 18 was available to provide additional hands-on activities at 5 selected schools, 6 weeks at each, in which pupils interrelate reading and mathematics in the implementation of the classroom and Industrial Arts teacher cooperatively planned program.

In addition to the aforementioned activities, Career Awareness laboratory participants engage in planned activities under the direction of the district funded Industrial Arts teacher to install an awareness in the students of the career clusters and the world of work.

A Library and Resource Center provides library books, reference books and other materials for the participants in the local schools. The books are carefully selected to serve the purpose of career awareness themes, among others, and to serve the diverse needs of the various reading grade levels.

All instructional methodologies involved include the interdisciplinary involvements of reading and mathematics in the hands-on activities in the in-plant shops, mobile units and activity centers. The Community Activity Centers (C.S.D. 22) involve the oral/aural learning skills in addition. Construction Activities Centers in the various classrooms utilize individualized instruction and small group activity.

The Career Awareness Program focuses on the creation of a desire and the need for the student to read, as it allows academics to become relevant and

meaningful, provides the necessary books, materials, and supportive services, and the teacher/paraprofessional training which have been proven to be essential. The paraprofessionals on the staff provide the training of classroom, cluster and other teachers as well as the supervision of pupils in the programmed activities, to allow for more effective means to accomplish the objectives of the program.

The program is operated under the direction of one coordinator who supervises the program and personnel involved and provides essential leadership and guidance. Eight Educational Assistants were serving the purposes of visiting the Activity Centers, In-Plant Facilities, and Mobile Unit locations to assist and train on-site personnel, expedite the implementation of program objectives and activities, and to provide resource center material requested. One paraprofessional Mobile Unit Driver served as servicer of the unit as well as aide to the teacher after the vehicle had been set up for the pupils.

The project was a supplement to the regular school program to the extent that time from the regular class day was provided for involvement in the program.

II. EVALUATION PROCEDURES

Evaluation Objective I

To determine whether, through a skill center approach, the reading and math ability of the target population will improve significantly as measured by the city-wide administered Reading (Metropolitan, 4/74 and the NYC Reading Test, 4/75) and Mathematics Tests.

Subjects

Approximately 8,000 kindergarten through 6th grade pupils will participate in the reading evaluation. Approximately 300 children who participated in the mobile unit will serve as subjects for the math evaluation.

Methods and Procedures

The appropriate forms of the city-wide administered reading and mathematics tests will be used to assess changes in reading and mathematics ability.

Analysis of Data

Data will be analyzed by the "Real Post-test vs. Anticipated Post-test Design".

Evaluation Objective II

To determine if the students will demonstrate a statistically significant increase in career awareness as measured by a project-developed checklist.

Subjects

Approximately 8,000 kindergarten through 6th grade pupils.

Methods and Procedures

A project-developed checklist will be used to assess career awareness during the first week and last week of the program.

Analysis of Data

The statistical significance of changes in career awareness will be analyzed using a correlated t-test.

Evaluation Objective III

To evaluate the extent to which the program, as actually carried out, coincided with the program as described in the project proposal.

Subjects

Approximately 8,000 kindergarten through 6th grade pupils.

Methods and Procedures

In order to evaluate the quality and extent to which the program had been implemented, close monitoring of the program will be carried out by conducting site visits at the beginning and end of the project period; by examining rosters containing lists of personnel working in the project, along with other documents related to the implementation of the program; and by maintaining continuous contact with the project coordinator in order to obtain data on all aspects of the functioning of the program.

Analysis of Data

A statement concerning the extent of implementation of the program will be made; and, where serious discrepancies exist between proposal and program, provide a description of those discrepancies.

III. FINDINGS

Evaluation Objective I

To determine whether, through a skill center approach, the reading and math ability of the target population improved significantly as measured by the city-wide administered Reading (Metropolitan, 4/74 and the NYC, 4/75) and Mathematics Tests.

Data were analyzed by the "Real Post-test vs. Anticipated Post-test Design".

Tables 1 and 2 contain a summary of the data relevant to the first evaluation objective for reading only. A review of the data in Tables 1 and 2 indicate that the program objective of a significant gain between actual post-test scores and predicted post-test scores was not attained.

It should be noted that the above analysis is based on only 184 pupils in grades 2 and 3 and 1,083 pupils in grades 4 through 6, while the program's activities and efforts had an impact on a total of approximately 8,000 students.

Data on kindergarten and first graders as called for in the design were not reported because city-wide testing is not done at these levels. In addition, the program coordinator, reported that some districts failed to submit achievement scores on children who participated in the program. It was evident to the evaluation team that the program coordinator made a concerted effort to obtain all relevant data. The number of reading scores actually analyzed may not truly represent the actual effects of the program on the target population. Thus, it is possible that more representative data would have led to different results. A limited amount of math data was submitted. The inadequate number of math scores received rendered evaluation of this component meaningless.

Evaluation Objective II

To determine if the students will demonstrate a statistically significant increase in career awareness as measured by a project-developed checklist.

No test scores on career awareness were submitted to the evaluators. Thus, the effects of the program on the target population in this area are unknown.

CAREER AWARENESS

Table 1

Results of Historical Regression Analysis for
Reading Achievement
GRADES 2 and 3

	Mean	Difference	t-value	Level of Significance
Pre-test	3.80			
Post-test	4.00			
Predicted Post-test	4.40	.4	-2.73	n.s.

MAT/NYC, 4/74, 4/75

N = 184

CAREER AWARENESS

Table 2

Results of Historical Regression Analysis for
Reading Achievement
GRADES 4, 5, and 6

	Mean	Difference	t-value	Level of Significance
Pre-test	5.3			
Post-test	5.8			
Predicted Post-test	5.9		-1.75	n.s.

MAT/NYC. 4/74, 4/75

N = 1,083

Evaluation Objective III

To evaluate the extent to which the program, as actually carried out, coincided with the program as described in the project proposal.

Perusal of the personnel rosters and other documents supplied by the project coordinator revealed that a total of nine persons were employed in the program to provide direct services to the target population. The overall management and supervision of the program, staff, and operations were carried out by a project coordinator who in addition to these duties also served as a supervisor in the regular city tax-levy funded Industrial Arts Program.

The program staff included eight paraprofessionals who served as "Educational Assistants" and who provided direct and indirect services through the Publishing Activity Centers located in the various participating schools. Services provided by the paraprofessionals included the conducting of daily program activities related to the publication of pupil-developed materials, training personnel within the individual schools on how to carry out the publishing program activities, and the provision of resource materials supplied by the central office to the schools. The paraprofessionals carried out their responsibilities efficiently and effectively.

The program staff also included the services of one driver of the Mobile Unit who drove the vehicle to various participating schools, was responsible for the general care of the unit, and also assisted the Industrial Arts teacher assigned to the Mobile Unit. The teacher, although paid from the regular city tax-levy funds, was assigned to provide instruction to that portion of the target population who participated in the special industrial arts program designed to emphasize both career education and mathematics. In addition, all Assistant Directors of Industrial Arts assisted informally in supervising most aspects of the program, while all regular Industrial Arts personnel cooperated fully with the implementation of the project where possible.

The program maintained a library and resource center which contained over 300 relevant career-oriented titles which were available to the participating schools. The library collection featured a large collection of the "I Want to Be. . ." books and covered a broad range of possible careers such as a taxi driver, architect, waitress, ballet dancer, and so on.

Interviews with and direct observation of the project coordinator indicated that the organization, supervision, and personal leadership provided by the coordinator contributed to maintaining the high quality of performance among project personnel. The project coordinator was also able to maintain a high-visibility-level for the program activities and their benefits to the pupils, schools, local communities, and the business world. The fact that the remedial/instructional activities in the project resulted in producing bound publications in each of the Publishing Activity Centers provided the opportunity to use tangible evidence which was appropriate to distribute to as large an audience as was desired. Publications produced in the project during the 1974-1975 year were displayed at the Elementary School Publishing Activities Awards Program (co-sponsored by The New York Times and The New York City Bureau of Industrial Arts) and the 1975 City-Wide Kings Plaza Industrial Arts Exhibition: Bicentennial Theme (co-sponsored by Rockwell Intervention Corporation and The Bureau of Industrial Arts), among others.

Direct observation of the pupils participating in the publishing activity center indicated that they were highly motivated and highly involved in their creative writing activities, art work, and production of books, pamphlets, and other publications. Pupils were observed to be enthusiastically engaged in writing, re-writing, proofreading, typing, laying-out, pasting, and, finally publishing the finished copy. The pupils had access to a variety of equipment needed such as sign maker, stencil cutter, mimeograph,

binder, among others.

Samples of the completed publications were made available to the evaluators and these were clearly of superior quality. Following is a particularly impressive piece which was written by a fifth grade pupil.

There once was this boy named Ty
Who always told a lie
He got me in trouble
And he got double
Then we asked each other why

Observation of pupil activities in the Mobil Learning Center revealed that these pupils were also enthusiastically involved in a number of interesting Industrial Arts activities which emphasized the development of mathematics concepts, as well as various concepts relevant to career education. The Center houses a completely equipped shop which is ingeniously designed for this purpose and, of course, mobile. The teacher was thoroughly familiar with the objectives of the project and the activities observed were appropriate for the needs of the target population. The driver of the unit also assisted with the program activities where appropriate.

In short, it was evident that the project coordinator was highly successful in implementing the program with respect to the delivery of services to the target population as outlined in the project description. Feedback received from building principals, teachers, pupils, and project staff were uniformly positive regarding the quality of services provided to meet the special needs of the target population. Because of the very limited data submitted on the reading achievement test scores, the impossibility of meaningful analysis of the limited data submitted in the area of mathematics and the absence of career awareness checklist data, the actual effects of

the program on the target population in the intervention areas are not readily discernible at this time.

IV. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The major objectives of the Career Awareness Programs were to improve the reading and mathematics skills of the target population, as well as to increase their career awareness. The services of the program were designed to have a direct or indirect influence on a total of approximately 8,000 pupils attending kindergarten through grade six. The program provided a variety of activities related to the creation and publication of books, pamphlets, and other materials by the pupils in specially equipped Publishing Activity Centers, Industrial Arts Activities in a Mobil Shop Learning Center designed to increase skills in mathematics, and resources to individual schools related to the development of career awareness of the target population.

Historical regression analysis of partial (and probably not representative), pre- and post-test data in reading revealed small and statistically nonsignificant gains in this area. (No test scores were submitted to the evaluators in the area of career awareness.) Thus, the actual effects of the program on the target population in all intervention areas are not readily discernible at this point. The project coordinator, however, was highly successful in the delivery and management of program services which were innovative and which resulted in the production of numerous creative publications by the pupils, the creation of relevant Industrial Arts products, and the provision of a rich variety of resources on career awareness to the participating schools.

Recommendations

1. The major program objective of an increase in reading achievement as measured by a real vs. anticipated design was not supported. Site visits conducted by the evaluation team found a highly organized, well-run program which appeared to be providing valuable services to the target population. On the basis of the site visits, it is recommended that the program be recycled.
2. The program coordinator made a substantial effort to obtain required data, however, support from the central board may be necessary to insure a complete submission of the data.
3. The project coordinator and his staff would benefit from a workshop on developing an instrument to assess career awareness.

CENTER FOR EDUCATIONAL RESEARCH AND FIELD SERVICES
NEW YORK UNIVERSITY

Final Report

Function Number 20-53422

EVALUATION OF CITY-WIDE UMBRELLA PROGRAMS
NEW YORK CITY BOARD OF EDUCATION
1974-1975 SCHOOL YEAR

"TEACHING ENGLISH TO ADULTS IN THEIR HOMES PROGRAM"

Prepared by: Professor Sheldon Kastner
Professor Paul Heintz

I. THE PROGRAM

The 1974-1975 Teaching English to Adults in their Homes Program (T.E.A.T.H.) was comprised of two parts. The first element of the program was designed as an after-school tutorial service for youngsters at P.S. 54 who were two or more years retarded in reading and/or math skills. The second component of the program dealt with helping Spanish-speaking parents become more proficient in English so that they could become a more integral part of the community and of society.

The program was developed through the efforts of the Parents Association at the school in an attempt to reach the Spanish-speaking parent community. These parents would not attend meetings nor involve themselves in school related matters due to a severe language barrier as well as to Spanish custom. As a result, the school then went into the community, into the homes of the "host students" to teach English as a second language.

The after-school tutorial program was an outgrowth of the adult program. Parents recommended the inclusion of after-school instruction for their youngsters in grades 3 to 5 in order to reduce failure in school due to their inability to communicate in English and to help them assimilate more easily into the school community.

Participation in the parent program was voluntary with participants selected through recruitment by a community relations teacher, through community agency recommendations and through involvement in program sponsored activities. No specific number of participants was indicated. Rather, the project served as many adults as were interested and in need of the services.

Eighty youngsters in grades 3, 4, and 5 at P.S. 54 were selected for the after-school program, with priority being given to those children falling at least two years behind in reading and/or math scores. In addition new children who registered at P.S. 54 during the school year and whose ESL ratings were D.E. or I were enrolled in the program.

The major project activity of the T.E.A.T.H. student program was providing tutoring to these low achieving youngsters. Students were divided into two groups of 40 each, with each group reporting either Monday and Tuesday or Wednesday and Thursday. Students were then subdivided, according to diagnostic tests into two groups of 20 each, during which time they received math instruction for one hour or reading instruction for one hour. New students who entered the program after it began were screened and tested individually by the teachers in charge and were given individual instruction until they could be absorbed into the group program.

The evening tutoring program consisted of sessions held at the homes

of "host families" and took place two times a week, on Mondays and Wednesdays from 6:00 through 9:00 p.m. In addition a special language learning program operated on Mondays and Wednesdays from 6:00 through 8:00 p.m. at the Bedford-Stuyvesant Restoration Center. Conversational English was the basic pedagogical approach utilizing a text, Your New Language, but other instructional activities included use of dramatizations, xeroxed exercises, learning games, etc. Also much use of filmstrips, tape recordings, cameras, and other audio-visual instructional technology was employed.

The staff of the T.E.A.T.H. program consisted of a coordinator, (Parent Program Assistant) whose functions included recruitment and retention of participants, and screening and remedial instruction; a reading specialist who designed instructional programs; a math specialist; two teachers who taught English as a second language; two educational assistants; one parent program assistant; one teacher aide; and one secretary.

All staff for T.E.A.T.H. participated in orientation and training sessions for two weeks in September prior to the formal beginning of the program. The reading and math specialists also held workshops for the paraprofessionals during this period.

The T.E.A.T.H. program operated throughout the school year of 1974-1975 from September until June.

II. EVALUATION PROCEDURES

Evaluation Objective I

To determine whether, as a result of participation in the program, the reading grade of the students will show a statistically significant difference between the real post-test score and the anticipated post-test score.

Subjects

All third, fourth, and fifth grade pupils in the program.

Methods and Procedures

The appropriate forms of the city-wide administered reading tests (Metropolitan Achievement Test, 4/74 and the NYC Reading Test, 4/75) will be used to assess changes in reading.

Analysis of Data

Data will be analyzed by the "Real Post-test vs. Anticipated Post-test Design".

Evaluation Objective II

To determine if, as a result of participation in the program, the mathematics grade of the students will show a statistically significant difference between the real post-test score and the anticipated post-test score.

Subjects

All third, fourth, and fifth grade pupils in the program.

Methods and Procedures

The appropriate forms of the Stanford Diagnostic Mathematics Test will be used to assess changes in mathematics achievement and will be administered during the first week and the last week of the program.

Analysis of Data

Data will be analyzed by the "Real Post-test vs. Anticipated Post-test Design".

Evaluation Objective III

To determine if 70% of the parents participating in the program will

demonstrate at least a one unit improvement from pre- to post-test scores in spoken English skills as rated on the New York City Language Scale

Subjects

All parents participating in the program.

Methods and Procedures

Parents will be rated on the N.Y.C. Language Scale at the beginning and end of the Program. The scale measures current language functioning.

Analysis of Data

The number of parents showing at least a 1 scale unit improvement will be computed.

Evaluation Objective IV

To evaluate the extent to which the program, as actually carried out, coincided with the program as described in the project proposal.

Subjects

All participants of the program.

Methods and Procedures

In order to evaluate the quality and extent to which the program had been implemented, close monitoring of the program will be carried out by conducting site visits at the beginning and end of the project period; by examining rosters containing lists of personnel working in the project, along with other documents related to the implementation of the program; and by maintaining continuous contact with the project coordinator in order to obtain data on all aspects of the functioning of the project.

Analysis of Data

In the evaluation report, a statement concerning the extent of the implementation of the program will be made; and, where serious discrepancies exist between proposal and program, provide a description of those discrepancies.

III. FINDINGS

Evaluation Objective I

To determine whether as a result of participation in the program, the reading grade of the students will show a statistically significant difference between the real post-test score and the anticipated post-test score. Appropriate forms of the MAT were administered as pre- and post-measures and data were analyzed by the "Real Post-test vs. Anticipated Post-test Design".

Table 1 contains a summary of the data relevant to the first evaluation objective. The data contained in Table 1 have been grouped separately for Grade 3 and grades 4 and 5. The results of the test of significance between actual post-test scores and anticipated post-test scores revealed significant differences in reading for third grade pupils ($t = 3.84$; .01). A comparison of the mean actual post-test scores with the predicted post-test scores indicates that third graders gained approximately $3\frac{1}{2}$ months in excess of what was predicted on the basis of their past history of achievement in reading.

Table 1 also contains data on reading gains for fourth and fifth grade students. These data also reveal highly significant differences between actual post-test scores and anticipated post-test scores, with actual post-test scores being higher ($t = 6.97$; .01). Fourth and fifth graders gained

TABLE I

Results of Historical Regression Analysis in
Reading Achievement
(Real Scores vs. Anticipated Post Scores)

Name of Test	Total N	Grade	Pre-test Mean	Predicted Post-test Mean	Actual Post-Test Mean	Difference	t-value	Level of Significance
MAT/NYC, 6/75	22	3	2.53	2.98	3.34	.36	3.84	.01
MAT/NYC, 6/75	65	4,5	3.19	3.62	4.51	.89	6.97	.01

approximately 9 months in excess of what was predicted on the basis of their past history of achievement in reading. Further examination of Table 1 reveals that these students gained approximately $1\frac{1}{2}$ months for every month of participation in the program.

Evaluation Objective II

To determine if, as a result of the participation in the program, the mathematics grade of the students will show a statistically significant difference between the real post-test scores and the anticipated post-test score.

Table 2 contains a summary of the data relevant to the second evaluation objective. The data contained have been grouped separately for grade 3 and grades 4 and 5. The results of the test of significance between actual post-test scores and anticipated post-test scores revealed highly significant differences in math for third grade pupils ($t = 8.18; .01$). A comparison of the mean actual post-test scores with the predicted post-test scores indicates that third graders gained approximately 10 months in excess of what was predicted on the basis of their past history of achievement in math.

Table 2 also contains data on math gains for fourth and fifth grade students. These data also reveal highly significant differences between actual post-test scores and anticipated post-test scores, with actual post-test scores being higher ($t = 11.94; .01$). Fourth and fifth graders gained approximately 7 months in excess of what was predicted on the basis of their past history of achievement in math.

TABLE 2
Results of Historical Regression Analysis for
Mathematics Achievement
(Real Scores vs. Anticipated Post Scores)

Name of Test	Total N	Grade	Pre-test Mean	Predicted Post-test Mean	Actual Post-test Mean	Difference	t-value	Level of Significance
SDAT, 6/75	15	3	2.45	2.88	3.88	1.00	8.18	.01
SDAT, 6/75	41	4,5	3.13	3.50	4.22	.72	11.94	.01

Evaluation Objective III

To determine if 70% of the parents participating in the program will demonstrate at least a one unit improvement from pre- to post-test scores in spoken English skills as rated on the NYC Language Fluency Scale.

In order to evaluate if 70% of the parents showed improvement in English skills the teachers' ratings on the NYC Language Fluency Scale were analyzed. In 46 of the 51 cases, parents showed at least a one unit change. This indicates that 90% of the parents showed at least a one unit change in language fluency.

Evaluation Objective IV

To evaluate the extent to which the program, as actually carried out, coincided with the program as described in the project proposal. Examination of documents supplied by the coordinator and discussion with her regarding personnel revealed that eleven persons were employed by the project in 1974-1975 to provide direct and indirect services. All these persons were employed on an hourly basis, and included a teacher-in-charge who coordinated both programs; a reading and math specialist each who designed and taught the afternoon program; two educational assistants who worked with these two teachers; two ESAL teachers; one teacher aide; one educational assistant; one secretary, and one parent program assistant.

Site visits focused on evaluation of the facilities, materials and instructional/tutorial activities. The after-school tutoring component was conducted extremely well. Attendance was very high in both the mathematics and the English groups. Children were motivated and an exciting and happy

learning environment prevailed. One teacher and one paraprofessional worked in each classroom with approximately 20 children in each group. (There were four groups altogether, two in math and two in English, meeting on opposite days.) The classrooms were well organized and efficiently run. Space provided for the program in P.S. 54 was adequate.

Direct observation of the afternoon remedial sessions revealed sound established educational approaches and techniques were utilized with the curriculum appropriate for the target population. Each child had been screened and tested, and worked according to his/her level and capacity. Relationships among staff and students were excellent and the reactions of all persons involved in the project were very enthusiastic.

The evening part of the program, the original T.E.A.T.H., involved the teaching of English as a second language. Again, as in the afternoon program, direct observation revealed no discrepancies with the project proposal. The evening program employed two instructors and two paraprofessionals who visited five different participating parents homes to conduct their teaching. Parents enrolled in this aspect of the project were very much involved and quite enthusiastic about the curriculum and about their progress. Attendance was low in the adult section as compared with the afternoon center, but this was considered normal by staff and by parents interviewed.

The home instruction appeared to have met its objectives; i.e., parents seemed very comfortable and relaxed in this learning environment. Many people were reached who would not normally have been able to participate, or would not have cared to, had the classes been held in the school itself. Parents were friendly and social and seemed more interested in communicating with

the outside world. In addition, analysis of the curriculum and materials revealed them to be very interesting, motivating and relevant to the project's goals and to the parents' lives.

Some concern was expressed over the limited individual attention participants received and over the fact that the teachers were not bilingual. These aspects of the program should be reviewed by the coordinators.

The project coordinator was highly successful in implementing the program as outlined in the proposal. Her leadership and enthusiasm helped make the program a rewarding learning experience for its participants. The project provided useful and interesting services to its target population, both adults and children.

IV. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The major objectives of the 1974-1975 Teaching of English to Adults in their Homes project were to improve the reading and math scores of the students participating in it and to raise the spoken English skills of the adults in the evening component. The target population included 80 pupils in grades 3, 4, and 5 who scored two years or more below standard grade level in these areas, and as many non- or poor-English speaking adults as wished to participate. The program provided remedial services four afternoons per week from 3 to 5 p.m. and two evenings per week from 6 to 9 p.m., during the school year.

Reviewing the findings indicate that the major program objectives were attained. Significant growth in reading, math, and language fluency were reported. The program was fully implemented as outlined in the project proposal.

The following recommendations are made for the purposes of suggesting ways in which a sound educational program may be strengthened:

1. The program should be recycled.
2. Efforts should be made to increase the number of project staff so that at least twice as many pupils, now being served, can be included in the program.
3. There should be more paraprofessionals assisting the instructors in order to provide more individual attention for the students.
4. Since the population in the neighborhood is highly mobile, provision for alternate homes should be made so as to insure space for the program the entire year.

CENTER FOR EDUCATIONAL RESEARCH AND FIELD SERVICES
NEW YORK UNIVERSITY

Final Report

Function Number 20-53423

EVALUATION OF CITY-WIDE UMBRELLA PROGRAMS
NEW YORK CITY BOARD OF EDUCATION
1974-1975 SCHOOL YEAR

"MORE ADVANCED READING DEVELOPMENT"

Prepared by: Professor Sheldon Kastner
Professor Paul Heintz

I. THE PROGRAM

The More Advanced Reading Development Program (MARD) was designed as a remedial reading program operating out of Jr. High 118, Manhattan (the Joan of Arc School) to meet the needs of youngsters in grades 7, 8, and 9 who were found to be two years or more below grade level in reading. The 520 students participating in the project this year were selected through a screening of pupil records made by the reading coordinator, the Right-to-Read Teacher and by grade supervisors. Students were selected on the basis of their results on the Metropolitan Achievement Reading Test administered during April 1974.

Students who were selected to participate in MARD for the 1974-1975 school year were assigned to the program for 40 minutes per day, 4 days per week, and this was in addition to their regular English classes and usually in lieu of a foreign language. Through a planned program of skill structured,

individualized and small group reading materials and techniques, the program sought to stimulate an increased interest in reading, to increase the rate of growth in reading achievement and to increase the capabilities of the staff toward more effective reading instruction for this age level.

Most commercial reading materials for adolescents fail to meet the highly specialized needs of this age group. MARD offered these low achieving youngsters an opportunity to work on an individual, small group basis, utilizing specially developed materials and under close supervision. Previous experiences in working with these youngsters indicated that they perform most successfully when given an opportunity to work at their own rate of progress, with personalized attention and assistance given as needed, on a one-to-one basis. The current regular school program at J.H.S. 118 was not able to provide such service to these youngsters. In addition, it was felt that the inclusion of a special reading program for these youngsters would help strengthen their image of themselves, as well as improve their skills, so that they would achieve at a higher level in other academic areas.

The MARD classes consisted of individualized instruction, student-directed activities, small group instruction, peer pairing, discussion groups, play-making, instructional reading and word games. In addition, instruction and assistance in developing listening skills was employed.

Originally all MARD materials were noncommercial and teacher-made, but due to the rapid growth of the program and to complications arising from difficulties with hand marking of teacher-made materials, the year's project consisted of the following materials and schedule.

- 1) SRA - one day per week
(Power builders - word builders)
- 2) MARD Skills Sheets
(original material - mimeographed skill sheets developed by the staff and hand marked)
- 3) Test Preparation
(all students worked on the same level using the same materials)
- 4) Barnell-Loft Skill Books

MARD was in operation for the length of the school year, September 1974 through June 1975.

II. EVALUATION PROCEDURES

Evaluation Objective I

To determine whether, as a result of participation in the program, the reading grade of the students will show a statistically significant difference between the real post-test and the anticipated post-test score.

Subjects

Four hundred seventh to ninth graders.

Methods and Procedures

The appropriate forms of the city-wide administered reading tests (Metropolitan Achievement Test 4/74 and NYC Reading Test 4/75) will be used to assess changes in reading.

Analysis of Data

Data will be analyzed by the "Real Post-test vs. Anticipated Post-test Design".

Evaluation Objective II

To determine whether, as a result of participation in the program, professional and paraprofessional staff will show a significant improvement in direct, indirect, and non-instructional activities as rated on a project developed checklist by the program director.

Subjects

All professional and paraprofessional participants in the program.

Methods and Procedures

Three observations and ratings will be made of each teacher and paraprofessional at the beginning and end of the program (first week and last week). Ratings will be made on scales measuring direct, indirect, and non-instructional activities. Rating scales are on a 1 to 5 dimension.

Analysis of Data

A t-test for correlated data will be employed.

Evaluation Objective III

To evaluate the extent to which the program, as actually carried out, coincided with the program as described in the project proposal.

Subjects

All participants in the program.

Methods and Procedures

In order to evaluate the quality and extent to which the program had been implemented, close monitoring of the program will be carried out by conducting site visits at the beginning and end of the project period; by examining rosters containing lists of personnel working in the project,

along with other documents related to the implementation of the program; and by maintaining continuous contact with the project coordinator in order to obtain data on all aspects of the functioning of the project.

Analysis of Data

A statement concerning the extent of implementation of the program will be made; and, where serious discrepancies exist between proposal and program, provide a description of those discrepancies.

III. FINDINGS

Evaluation Objective I

To determine whether, as a result of participation in the program, the reading grade of the students showed a statistically significant difference between the real post-test score and the anticipated post-test score.

The data relevant to program objective one was in Tables 1, 2, 3, and 4. Pre-test scores were MAT and post-test scores are NYC Reading Test.

The data in Tables 1, 2, 3, and 4, indicates that the program objective of increased reading achievement was attained. Analysis of the data in Tables 1, 2, and 3 indicate that a significant gain between actual and predicted scores in reading achievement was obtained at each of the grade levels. Analysis of the data in Table 4 indicates that across all three grades an average of 3 months growth above the predicted post-test was obtained. This difference, at $p < .01$, is significant.

Evaluation Objective II

To determine whether, as a result of participation in the program,

TABLE 1

Results of Historical Regression Analysis in
Reading Achievement for 7th Graders
(Real Scores vs. Anticipated Post Scores)

	Mean	Difference	t-value	Level of Significance
Pre-test	4.33			
Actual Post-test	5.18	.29	2.69	.008
Predicted Post-test	4.88			

MAT/NYC, 4/74, 4/75

N = 175

TABLE 2

Results of Historical Regression Analysis in
Reading Achievement for 8th Graders
(Real Scores vs. Anticipated Post Scores)

	Mean	Difference	t-value	Significance
Pre-test	4.76			
Actual Post-test	5.55			
Predicted Post-test	5.30	2.5	2.32	.02

MAT/NYC, 4/74, 4/75

N = 136

TABLE 3

Results of Historical Regression Analysis in
Reading Achievement for 9th Graders
(Real Scores vs. Anticipated Post Scores)

	Mean	Difference	t-value	Level of Significance
Pre-test	5.3			
Actual Post-test	6.3			
Predicted Post-test	5.85	.476	3.04	.003

MAT/NYC 4/74, 4/75

N = 102

TABLE 4

Results of Historical Regression Analysis in
Reading Achievement for Grades 7, 8, 9 combined
(Real Scores vs. Anticipated Post Scores)

	Mean	Difference	t-value	Level of Significance
Pre-test	4.7			
Actual Post-test	5.59			
Predicted Post-test	5.26	.33	4.63	.01

MAT/NYC, 4/74, 4/75

N = 413

professional and paraprofessional staff will show a significant improvement in direct, indirect, and non-instructional activities as rated on a project developed checklist by the program director.

The data relevant to program objective two is based on ratings made of the paraprofessionals' direct, indirect, and non-instructional activities at the beginning and end of the program. A correlated t-test for direct observation resulted in a t of 7.84 $p < .01$. Analysis of the data for indirect and non-instructional activities resulted in t 's of 10.70 and 13.10 respectively. Both of these values are highly significant, $p < .001$. The data indicates that program objective two was clearly attained. A total of nine professionals and paraprofessionals were rated on the scale.

Evaluation Objective III

To evaluate the extent to which the program, as actually carried out, coincided with the program as described in the project proposal. An examination of the personnel rosters and other documents supplied by the project coordinator revealed that a total of five teachers, four of whom worked full-time and one who was employed part-time, were employed to provide services in the MARD Program during the 1974-1975 year.

The program's proposal for the year 1974-1975 originally stated that the program would employ a coordinator, three reading teachers, two days per week for 40 weeks and four paraprofessionals employed five days, full-time. In order to provide better services a program modification was approved so that four reading teachers were employed full-time as well as four MARD paraprofessionals, and one part-time MARD teacher was also employed.

A total of 525 youngsters participated in the MARD Program during the current year. The pupils were selected after pupil records were examined by the reading coordinator, the Right-to-Read Teacher Trainer and grade

supervisors with scores used, from the Metropolitan, 1974. Instruction was carried out by licensed teachers, with the assistance of trained paraprofessionals. Placement tests, oral reading tests, and questionnaires were administered in order to insure correct diagnosis, placement and prescription of pupils. Individualized folders were kept for each child and work was scored and recorded by pupils, paraprofessionals and teachers.

The site visits focused on evaluation of the adequacy of facilities, materials and instructional/tutorial activities. Interviews were conducted with the coordinator, the teacher/trainer and as many of the staff as were available. Direct observation of classes in progress revealed that the instructional activities used by the coordinator, the teacher/trainer and the individual teachers and paraprofessionals were based on sound educational principles and were appropriate for the target population.

In all the classrooms observed, there appeared to be excellent rapport between students and teachers. Enthusiasm for the program and cooperation among staff and students was observed in all classrooms. The reactions of all the persons interviewed regarding the value of the program was extremely positive.

Each classroom was staffed by one teacher and usually two paraprofessionals. Paraprofessionals were utilized in different ways, depending on how the individual teacher structured his/her sections. Although each teacher in the program had predetermined objectives to achieve which fall within general program objectives, observation of individual classes and discussion with the teacher/trainer revealed considerable flexibility regarding implementation of the program. Classroom size varied, but there appeared to be no more than

25 students in each group, with some having considerably fewer than this number.

The quality of the supervision, organization and leadership provided by the teacher/trainer, who is a reading specialist, contributed significantly to the program. This contribution was essential to the success of the program in that the project coordinator had a myriad of other important administrative school functions to perform in addition to coordinating the administrative aspects of the MARD Program.

Observations of the facilities and materials used by the program indicated that the project was indeed utilizing those resources described in the proposal. Each teacher was also encouraged to contribute suggestions for modifications and additions to the materials and the curriculum for consideration in next year's program.

Storage space for materials and equipment was examined and found to be severely limited. Discussion with staff revealed their concerns in this area and several ideas were put forth which will be included in the recommendations section.

In general, it was apparent that the MARD Program and its staff were successful in implementing the program services as outlined in the project proposal. They provided urgently needed services for the target population of junior high school students in grades 7, 8, and 9 who were found to be two years or more below grade level in reading.

IV. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The major objectives of the MARD Program were to improve the reading achievement of junior high school students who were two years or more below grade level and to increase the capabilities of the staff toward more effective reading instruction for this age level. A total of 525 youngsters, grades 7 through 9, participated in the program which was offered during the school day, 45 minutes per day, four days a week, in addition to English and in lieu of a foreign language. A review of the data indicates that program objective one of increased reading scores was supported at each of the three grade levels. Program objective two was clearly supported by the data.

Direct observation of the program and interviews with staff revealed that the program was fully implemented as outlined in the project proposal. Administration of the program was excellent, materials were utilized effectively and excellent relationships were found to exist among all staff members. Students in the program were found to have a most positive attitude. New techniques were explored and feedback was utilized.

The following recommendations are made for the purpose of suggesting ways in which an effective and sound educational program may be further strengthened in the future.

1. Based on some supportive data and site visits the program should be recycled.
2. In addition to classroom work, a skills center or laboratory (resource room), where all materials are stored and used should be created for the project. This would centralize all facilities and would provide an additional very important service to the students and staff. The

lab would have individual stations in it which would serve to further individualize instruction. Under the direction of paraprofessionals, the students would direct their own learning. This approach would also free the classroom teacher either to take on additional groups or to participate in workshop training sessions.

3. The MARD Program should be restructured so as to be able to include PM reading activities in all three grades. Much material is available so students in the program would not have to utilize similar materials in the 8th grade if they had already been exposed to them in the seventh.
4. More current, functional reading material should be included in the program at all levels. These materials should be suitable for use with children growing up in a large urban environment; i.e., newspapers (N.Y. Post, Village Voice, Rolling Stone, Amsterdam News, etc.), and magazines (Secretary, Sports Illustrated, Ebony, Etc.).
5. More emphasis should be placed on the use of multi-media oriented materials (audio tapes, video tapes, film photography, television), which are designed to stimulate reading activities.
6. A writing curriculum should be developed in order to encourage students to explore this vital area of communication.
7. An on-going series of workshops throughout the project year should be developed for teachers and paraprofessionals for the purpose of exploring more effective ways of utilizing and integrating paraprofessional services in the classroom.

CENTER FOR EDUCATIONAL RESEARCH AND FIELD SERVICES
NEW YORK UNIVERSITY

Final Report

Function Number 20-53424

EVALUATION OF CITY-WIDE UMBRELLA PROGRAMS
NEW YORK CITY BOARD OF EDUCATION
1974-1975 SCHOOL YEAR

"PARENT ORIENTATION PROGRAM"

Prepared by: Professor Sheldon Kastner
Professor Paul Heintz

I. THE PROGRAM

The 1974-1975 Parent Orientation program was designed to provide training in basic language skills to Spanish speaking members of the community on the mid-west side of Manhattan. In addition the goals of the program were to provide assistance for these individuals to develop into a self-sufficient neighborhood group, in order to help instill in them a sense of self confidence so that they would be better able to cope with their own and with the community's problems. The program also hoped to provide these parents with the necessary training so that they would better understand their children's problems, both in school and in the community.

The program was housed in one room in the lobby of the Stephen Wise Housing Project located at 74 West 92nd Street. Its target population included adults, as well as youngsters who had either dropped out of school or were considered to be potential drop-outs, due to severe learning difficulties as a result of not being able to cope with the English language.

Participation in the program was completely voluntary. This year, sixty-five persons took part in the project and were divided into two groups of 30 and 35. Both groups met regularly every Monday, Wednesday, and Thursday evening. The first, an elementary English as a second language class, met from 5:00 p.m. until 7:00 p.m. and the second, a more advanced section of persons preparing for high school equivalency met immediately afterward from 7:00 p.m. until 9:00 p.m. The two-hour sessions were divided so that one hour was devoted to English, 30 minutes to working and 30 minutes to math. In addition to the evening lessons, the center was also open daily, Monday through Friday, from 9:00 a.m. to 5:00 p.m. during which time families were visited. Welfare, housing, job placement and health services were also performed.

Selection of the target population was made through recommendation by school Parents' Associations, and by teachers and principals of schools in the surrounding neighborhood. A variety of techniques were utilized by the program personnel to advertise and inform potential students of the benefits of participating in the Parent Orientation Program. These techniques included telephone communication with principals of all surrounding schools (J.H.S. 118, P.S. 163, P.S. 166, P.S. 75), program members making personal home visits, distribution of flyers on street corners, making application forms available at all neighborhood distribution points and referrals from neighborhood agencies and former participants.

Staffing for the 1974-1975 program consisted of eight persons. In charge was a coordinator whose responsibilities included overseeing the entire program operation, recruiting the participants, making home visits, and acting as liaison with schools, and community agencies. In addition to the

full-time coordinator, two New York City certified teachers were employed two hours per day, three days per week to instruct the program's classes, and two paraprofessionals (teacher-aides) worked 4½ hours each, three times a week assisting the above mentioned teachers in whatever capacity was needed. Aside from the above staff, two family workers, one full-time, 5 days per week and one half-time, were employed to visit families and provide help with welfare, housing, health education and to serve as interpreters whenever necessary. One clerk typist whose duties included typing, mailings, phone calling and managing the office completed the program personnel.

Instruction in the program was held in conversational English and homework was also assigned in English. Some typical activities of the 1974-1975 program included reading and math games, language learning activities based on cultural and ethnic activities, reading subway maps, attending parent meetings and parent association meetings and consumer education programs, and enrolling the participants in local public libraries.

The 1974-1975 Parent Orientation program operated from September 1974 until June 1975.

II. EVALUATION PROCEDURES

Evaluation Objective I

To determine if 70% of the Spanish-speaking parents in the program, as a result of participation in the program, will demonstrate a statistically significant increase (one unit change) in basic language skills as measured by the New York City Language Scale.

Subjects

All participants in the program.

Methods and Procedures

Participants will be rated at the beginning and closing of the program on the New York City Language Scale.

Analysis of Data

A count of the number of participants making at least a one unit improvement will be tallied.

Evaluation Objective II

To evaluate the extent to which the program, as actually carried out, coincided with the program as described in the project proposal.

Subjects

All participants in the program.

Methods and Procedures

In order to evaluate the quality and extent to which the program had been implemented, close monitoring of the program will be carried out by conducting site visits at the beginning and end of the project period; by examining rosters containing lists of personnel working in the project, along with other documents related to the implementation of the program; and by maintaining continuous contact with the project coordinator in order to obtain data on all aspects of the functioning of the project.

Analysis of Data

A statement concerning the extent of the implementation of the program will be made; and, where serious discrepancies exist between proposal and program, provide a description of those discrepancies.

III. FINDINGS

Evaluation Objective I

To determine if 70% of the Spanish-speaking parents in the program, as a result of participation in the program, demonstrated at least a one unit improvement in basic language skills as measured by the NYC Language Fluency Scale. Participants were to be rated on the NYC Language Fluency Scale during the first and last week of the program. The data was to be analyzed by making a tally of the participants improving at least one unit.

The coordinator reported that the use of the NYC Language Fluency Scale was inappropriate for her population and was not administered, therefore, evaluation objective one could not be statistically analyzed as written. In place of the NYC Language Fluency Scale, a teacher-made reading and math tests were administered at the beginning and end of the program. Although reading and math tests are not a direct measure of language fluency they may reflect processes which are related to language facility. Table 1 contains a summary of the data. The results of the test of significance between pre- and post-test means in reading revealed significant differences ($t = 4.88; .01$). Similarly, significant differences between math pre- and post-tests were revealed ($t = 4.52; .01$). It should be noted that while 65 persons were serviced by this program, the data analysis was based on a sample of only 26 due to poor attendance.

Evaluation Objective II

To evaluate the extent to which the program as actually carried out, coincided with the program as described in the project proposal. An examination

TABLE 1

Results of Pre- and Post-test
Analysis of Teacher Made Math and Reading Tests

Name of Test	Total N	Pre-test		Post-test		t-value	Level of Significance
		Date	Mean	Date	Mean		
Reading (teacher-made)	26	9/74	58.96	6/75	72.69	4.38	.01
Math (teacher-made)	26	9/74	63.85	6/75	76.12	4.52	.01

of the staff rosters and other documents supplied by the project coordinator revealed that a total of eight persons were employed in the program during 1974-1975. This total consisted of the full-time coordinator responsible for recruitment of participants, for payroll, for acting as liaison with schools and community agencies, two part-time NYC certified teachers, two part-time teacher aides, assisting the teachers, two family workers, one part-time and one full-time who assisted with housing, health and welfare problems and one clerk typist full time managing the office.

The parent population consisted of 65 people divided into two classes which met three evenings per week, Monday, Wednesday and Thursday, for two hours each day. In addition, the center was open every day from 9 to 5 p.m. to handle problems such as housing, welfare, drugs, orientation to the community and family visitation.

The site visits focused on evaluation of the adequacy of facilities, materials and instructional activities. Interviews were conducted with the coordinator, with teaching staff and with as many students as possible. The center's location, one small room in the lobby of a housing project contained not only the office equipment such as phones, desks, duplicating machines and project materials, but also served as the classroom for both groups. The space available was therefore quite cramped and intolerably noisy. Teachers and aides reported that teaching was difficult due to the limitations of the physical plant.

Direct observations of the tutoring sessions revealed a very low attendance in both groups. Discussion with the coordinator indicated that this was probably due to the lack of a stipend for babysitters and carfare which had been paid to the participants in previous years. The ability

range of participants in both groups, particularly in Group I was quite diverse. The teacher in this group used several math and reading texts, plus original hand-out materials. Teacher aides provided one-to-one and small group instruction and remediation for this class. Group II was composed of teenagers and a few adults preparing for the High School Equivalency exam. Here again the pedagogical approach was the same, whole group instruction given by the teacher with the aides acting as individual tutors.

Instructional activities planned and utilized by the teachers and the aides were based on sound educational principles and were appropriate for the target population. Because of the intimacy of the program, excellent working relationships appeared to have developed between the project staff and the participants. The classes were thought to be worthwhile by the students attending the program and the reaction to the center's daytime operation was seen as positive and necessary for the welfare of the community.

As a group, the project staff was motivated and very sensitive to the needs of the target population. Discussion with the personnel indicated that although they were satisfied with the quality of materials and supplies provided for use in the program, they were quite frustrated with the lack of funds which had inhibited the program's growth and had caused some modifications to be made. In addition the limitations of the physical plant made the teaching experience very difficult. Not only was it crowded, but the staff was very concerned about security. During the week of one of the site visits the room had been broken into and vandalized twice and, according to staff, this was a common occurrence.

A major modification in the implementation of the program for 1974-

1975 had to do with a planned program of trips. Trips had been part of the proposal, but due to lack of adequate funding this aspect of the program had to be scrapped for the year. Instead, students wishing to participate in group outings had been referred to Goddard-Riverside, another funded program. The project personnel were disappointed with this modification in the proposal because trips were seen as a motivating influence on the target population.

The 1974-1975 Parent Orientation was fairly successful in implementing their program as designed in the project proposal with the exception of the above discrepancy. The program provided necessary services for this target population, Spanish-speaking members of the mid-west Manhattan community.

IV. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The major objectives of the Parent Orientation Program were to improve the basic language skills of the Spanish-speaking members of the project community. A total of 70 persons, voluntarily participated in this year's evening program, which was offered three nights per week, participants being divided into two groups. Group I, a very basic section, met first for two hours Monday, Wednesday, and Thursday. Group II, a more advanced class, met for the following two hours. In addition, the program provided services for the entire community five days a week from 9:00 a.m. to 5:00 p.m.

The degree to which the program achieved its objectives is somewhat ambiguous. Although the data which was called for in the project proposal was not obtained, the project coordinator did submit data which she felt related to the first program objective. The data which were submitted did indicate a significant improvement in the participants' reading and math

functioning. The first program objective was attained if one views improvement in reading and math as reflecting growth in language processes.

The following recommendations are made for the purposes of strengthening the impact of the program:

1. While an attempt was made to statistically analyze the impact of the program through the use of teacher-made tests, the use of a standardized instrument with known reliability and validity would have been preferable.
2. As the program was designed to improve the basic language skills of program participants, the reasons for substitution of reading and math measures for a measure of receptive and expressive language are not apparent to the evaluator. A workshop should be conducted at the beginning of the project year for the project coordinator and his assistants at which training in the selection and use of appropriate standardized tests is given.
3. Methods utilized to advertise and inform potential participants of the availability of this program should be expanded in order that the community be aware of its services.
4. Much more effort should be made to recruit parents. The number of participants should be increased in order to justify the continued existence of the program.
5. The physical plant should be enlarged and improved, and tighter security made available if the program is to be successful.
6. On the basis of the suggestive evidence for objective one and the site visits made for the discrepancy analysis, it is recommended that the program be recycled.

CENTER FOR EDUCATIONAL RESEARCH AND FIELD SERVICES
NEW YORK UNIVERSITY

Final Report

Function Number 20-53425

EVALUATION OF CITY-WIDE UMBRELLA PROGRAMS
NEW YORK CITY BOARD OF EDUCATION
1974-1975 SCHOOL YEAR

"COMMUNITY AND SCHOOL EDUCATION DEVELOPMENT PROGRAM"

Prepared by: Professor Sheldon Kastner
Professor Paul Heintz

I. THE PROGRAM

For part of the 1974-1975 school year, the Community and School Education Development Program was housed at P.S. 148M, an upper Westside Manhattan school for socially and emotionally maladjusted boys in grades 7 through 9. The program had been in operation since 1967 and had come under Umbrella funds in 1968.

As originally conceived, the project was designed to provide individual instruction and remedial reading to those youngsters in the school who were severely retarded in reading. The program's participants included approximately 180 boys who had been removed from their local schools; they were considered to be the most difficult and resistant students in the school system. The target population was selected for this program on the basis of previous reading scores, using the MAT and as interpreted by the reading teacher. Most reading grades were 3.5 or above with some "functional" skills. As a

result of the Community and School Education Development Program, it was anticipated that the reading grades of the youngsters would show a statistically significant increase and that, due to the individual attention and supportive environment established as a result of participation in the project, that negative emotional behavioral problems would be significantly ameliorated.

Nine paraprofessionals, all working full-time under the direction of a full-time teacher/trainer were employed in the project. The paraprofessionals worked both in a skills center which had been converted from an unused classroom and in individual classrooms. In the skills center, the objective was to provide a one-to-one ratio between paraprofessionals and students. It was felt that this kind of personalized attention was basic to the success of the program. The staff was responsible for individual tutoring, for preparing and guiding the daily lesson which lasted 45 minutes per day, per pupil, four days per week, and for correction of papers. In addition, they were always present in order to provide immediate feedback to the students. The coordinator's primary responsibilities were to supervise the entire program, to hold training sessions with the paraprofessionals, and to make certain that the staff understood and knew how to implement the program which was being used. The teacher was responsible for the Skill Center Program and its implementation of the Basic Skills Program. Innovative Science Program (ISP), a collection of audio-tapes, workbooks and skills sheets, graduated in difficulty from alphabet recognition to advanced grammar exercises, was used exclusively in the center. One day per week was used for staff meetings, workshops, etc.

In February 1975, the school and its staff was informed that the

District Board was taking over the building for administrative purposes. When initial site visits were made prior to the Interim Report, the principal reported that the school was scheduled to close down at the conclusion of the spring semester. The ninth grade was in the process of being dispersed; morale was quite low both among staff as well as remaining students and no one was certain as to the future of the project.

In April 1975, the entire school was relocated to the Joseph P. Kennedy, Jr. Home, a child caring agency and treatment center in the Northeast Bronx for emotionally and socially maladjusted children. The home is co-educational, servicing a population whose ages range from 12 to 21. These 120 young people live on-campus, at the home and attend the new P.S. 148M.

As a result of this move, the staff of the Community and School Educational Program, although remaining completely intact, was forced to function differently at the new location. There was no established skills center and it was obviously too late in the school year to place students in a remedial reading program based on the objectives of the original proposal. Therefore, it was decided that the paraprofessionals would be most effectively used if they were distributed among the academic faculty. The paraprofessionals then spent the rest of the school year dispersed among the various classrooms, tutoring and assisting in all academic areas as needed. In addition, the paraprofessionals were invaluable in meeting social needs; they spent a great deal of time getting to understand the school and establishing rapport and mutual trust between the school and its staff. They were building a basis for success in future years. The teacher/trainer taught 2 classes of English/Social Studies in the morning and spent the afternoons tutoring

individuals and small groups.

The program was in operation from September, 1975 through June, 1975.

II. EVALUATION PROCEDURES

Evaluation Objective I

To assess whether, as a result of participation in the program, the reading grade of the pupils will show a statistically significant difference between the real post-test score and the anticipated post-test score.

Subjects

250 boys in grades seven to nine.

Methods and Procedures

The appropriate forms of the city-wide administered reading tests (Metropolitan Achievement Test 4/74 and NYC Reading Test 4/75) will be used to assess changes in reading.

Analysis of Data

Data will be analyzed by the "Real Post-test vs. Anticipated Post-test Design".

Evaluation Objective II

To determine whether, as a result of participation in the program, the pupils will show a statistically significant amelioration of negative emotional behavioral problems.

Subjects

250 boys in grades seven through nine.

Methods and Procedures

The behavior of the subjects will be assessed using the Emotional Behavioral Problems Rating Scale during the first week and last week of the program.

Analysis of Data

Data will be analyzed by using a correlated t-test.

Evaluation Objective III

To evaluate the extent to which the program, as actually carried out, coincided with the program as described in the project proposal.

Subjects

All participants in the program.

Methods and Procedures

In order to evaluate the quality and extent to which the program had been implemented, close monitoring of the program will be carried out by conducting site visits at the beginning and end of the project period; by examining rosters containing lists of personnel working in the project, along with other documents related to the implementation of the program; and by maintaining continuous contact with the project coordinator in order to obtain data on all aspects of the functioning of the project.

Analysis of Data

A statement concerning the extent of implementation of the program will be made; and, where serious discrepancies exist between program and proposal, provide a description of those discrepancies.

III. FINDINGS

Evaluation Objective I

To assess whether, as a result of participation in the program, the reading grade of the pupils showed a statistically significant difference between the real post-test score and the anticipated post-test score. The appropriate forms of the city-wide administered reading tests (MAT 4/74 and NYC Reading Test 7/75) were used to assess changes in reading. Data will be analyzed by the "Real Post-test vs. Anticipated Post-test Design".

Table 1 contains a summary of the data relevant to the first evaluation objective. The results of the test of significance between actual post-test scores and anticipated post-test scores revealed significant differences in reading for students in grade 7, 8, and 9 ($t = 7.80, .01$) with actual post-test scores being higher. A comparison of the mean actual post-test scores with the predicted post-test scores, indicates that students gained approximately five months in excess of what was predicted on the basis of their past history of achievement in reading. For each month these students were in this program, an average gain of $\frac{1}{2}$ month in excess of expectation is indicated.

Evaluation Objective II

To determine whether, as a result of participation in the program, the pupils showed a statistically significant amelioration of negative emotional behavioral problems. The behavior of the subjects was assessed using the Emotional Behavioral Problems Rating Scale during the first week and last week of the program. Data were analyzed by using a correlated t-test.

Table 2 contains a summary of the data relevant to the second evaluation

TABLE 1

Results of Historical Regression Analysis in
Reading Achievement for 7th, 8th, and 9th Graders
(Real Scores vs. Anticipated Post Scores)

	Mean	Difference	t-value	Level of Significance
Pre-test	3.58			
Actual Post-test	4.28			
Predicted Post-test	3.75	.53	7.80	.01

MAT/NYC, 4/74, 4/75

N = 39

objective. The results of the test of significance between pre- and post-rating scale scores revealed significant differences for students in grades 7, 8, and 9 ($t = 8.17, .01$) with post-test scores indicating amelioration of behavioral problems.

Evaluation Objective III

To evaluate the extent to which the program as actually carried out coincided with the program as described in the project proposal. An examination of the staff rosters and other documents supplied by the project coordinator revealed that a total of 10 persons were employed to provide direct services during the 1974-1975 school year. Nine of these individuals were paraprofessionals, one of whom served as coordinator of the project and one was a New York City certified teacher/trainer.

The site visits focused on evaluation of the adequacy of facilities; materials and instructional/tutorial activities. Interviews were conducted with the project coordinator, with teachers, with educational assistants, and with the principal of the school, and direct observations were made of classroom and skill center sessions.

This program underwent a drastic modification during the middle of the year which the Board of Education, Office of Educational Evaluation was aware of. Therefore findings of this section will be divided into two sections -- the first reporting the program as it functioned according to the original objectives in the proposal for this year, and the second part an examination of the findings after the modification.

TABLE 2

Results of the Analysis of Pre- and Post-Test on the
Emotional Behavioral Problems Rating Scale

Name of Scale	Total N	Grade	No. Tested	Pre-Test		Post-Test		Statistical Data	
				Date	Mean	Date	Mean	t value	Significance
Emotional Behavioral Problems Rating Scale	43	7,8,9	43	4/74	1.95	4/75	3.09	8.17	.01

Part I

The site visits to P.S. 148M, a Manhattan school for socially maladjusted boys in grades 7 through 9 revealed that the program was indeed servicing the needs of some 450 youngsters. Because the school usually had a 50% daily absentee rate and because it was a referral school (the concept was to mainstream these boys back to their original schools) it was, according to the principal and other staff interviewed, difficult to control the population served by the program. However, the staff of the program said that they worked with 20 to 40 students each day and all felt that there was less absenteeism proportionately in that program than in the school itself because of the quality of learning provided and because of the supportive, positive emotional environment.

The program was organized around a skills center (resource room) which had been converted by program staff from an unused classroom. Students in the program were referred by the reading teacher on the basis of previous reading scores (Metropolitan Achievement Test). Most students accepted in the program were reading 3.5 or above. The boys were assigned one period per day (45 minutes) four days a week to the skills center. Here they received individual instruction, under the supervision of the paraprofessionals. The paraprofessionals prepared and guided each student with his lesson and corrected his papers. In addition the staff served as tutors in individual classrooms wherever needed, and because they worked so closely with the students, and knew them quite intimately, also functioned as advocates for them. The students appeared to have developed excellent relationships with their instructors, rapport was very high and the classroom environment was

relaxed and low-keyed. A very important factor contributing to the success of the program was the trust that existed among staff and students. Reaction of students and staff as to the value of the program was very positive. This positive reaction was reenforced by the school's principal who, when interviewed said he felt the project to be invaluable in his school. Not only was it useful for the students, but it also served to educate the paraprofessionals. In fact, most of the paraprofessionals are now enrolled in "career-ladder" education programs.

The staff, with the exception of one, rated the materials used as adequate. Innovative Science Program (ISP), a commercially made reading program, consisting of headsets, audio cassette tape recordings, workbooks, and skill sheets provided the basis for instruction in the skills center. This series was graduated in difficulty from recognition of alphabet sounds and letters to advanced grammar exercises.

Most of the paraprofessionals in the program including the coordinator had been with the project since its inception nine years earlier and all felt it had been an unforgettable learning experience for them as well as for their pupils.

The teacher/trainer, new to the project this year, was responsible for training the paraprofessionals who in turn trained the students. Seminars were held on a weekly basis (on the fifth day of the week when classes didn't meet in the center) to discuss ways of implementing the program. This time was also used to evaluate new programs and as a time to explore new ideas. When interviewed she said that some students in the program being followed in the skills center were appropriate for the target population, but that more

diversification was needed in order to make certain that each student's potential was being met. The ISP program was not sufficient, more materials were needed to be incorporated -- apparently there were not enough funds to purchase more materials. The teacher/trainer felt bound to them and felt that her talents and skills needed to be used to greater advantage. Observations made on site visits indicated that these were, for the most part, the only materials used consistently.

As a group, most of the staff members were motivated, sensitive to the needs of the students and interested in their progress. Everyone interviewed indicated clearly that this project was their "second home" and all felt as responsible for the welfare of the students as if they had been their natural parents.

Under very difficult circumstances, i.e., the school's eventual relocation, the uncertainty as to where they would be housed, the concern by both students and staff of the project as to whether they would remain intact and the fluctuating student population; the project did the best it could to implement the program outlined in the proposal. It did provide valuable services for the target population and would have no doubt continued to do so had the school not been disbanded in the spring of 1975.

Part II

In April 1975, P.S. 148M of Manhattan was closed, the student population dispersed among the local schools and the principal and Community and School Educational Development Project relocated to the Joseph P. Kennedy, Jr. Home, a child-caring agency and treatment center for emotionally and socially

maladjusted children. The home is co-educational and services a population of youngsters ages 12 through 21 who had been referred there by the courts. A live-in institution, originally the educational facilities had been provided by the Catholic Diocese of New York, but when the service became too costly, the Board of Education of New York City took over the school.

As a result of this move, the staff of the project was forced to reassess its functions. With 3 months left in the school year, there was little time to develop and implement a program such as the one outlined in the proposal. The new students were co-educational, a different age group, in a residential boarding school environment, and had been assigned there for different reasons. Further, there was no time to test and assign students to a reading program. Again, with no established resource room or skills center, and faced with a new set of problems, the staff of the program after consultation and advisement from the principal decided to re-evaluate objectives.

Based on these meetings, the paraprofessionals were distributed among the existing academic faculty in order to provide assistance and tutoring in the individual classrooms. In addition to their functioning as tutors and assistant teachers in the classrooms, the paraprofessionals were invaluable in meeting the social, non-academic needs of the students. Much time was spent establishing rapport and mutual trust between the school and its staff. The teacher/trainer's job was to oversee and coordinate the paraprofessional staff in addition to which she taught two classes of English/Social Studies in the mornings and tutored, as necessary, in the afternoon.

Site visits to the new location bore out the above description. In fact, the entire staff seemed happier and more relaxed in this setting. The

goals, both short and long range seemed to be clear. Meeting with the principal, the project coordinator and the teacher revealed an enthusiastic, positive attitude toward the new school and toward solving its problems. All were looking forward to redesigning the project to meet the new challenges they were facing and felt confident that these could and would be met.

IV. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The major objectives of the Community and School Development Project for the year 1974-1975 were to raise the reading scores of the target population and to significantly ameliorate negative emotional behavioral problems. A total of 180 boys, in grades 7 through 9, participated in the project under the supervision of 9 teacher/assistants and one teacher. The program provided services four days a week full-time with the fifth day designated for in-service workshops. The program was implemented as described in the project proposal, with the exception of the modifications discussed in earlier chapters. The two major program objectives of a significant increase in reading achievement and a decrease in behavioral disturbances were achieved.

Considering the difficulties the project has encountered this year due to the relocation of the school, this evaluator was sufficiently impressed with and excited by the possibilities offered for next year to recommend that this project be recycled.

The following recommendations are based on site visits to both the old and new site locations, taking into account the modifications in the proposal and extensive interviews with the project staff and with the principal of P.S. 148M. They are not intended as criticism of the program, but rather are

presented as constructive suggestions toward making the next proposal and next year's project as educationally viable as possible.

1. The program be recycled with objectives modified so that they coincide with the need of the new target population.
2. A complete educational assessment should be mandatory before establishing a new reading program.
3. A skills center should be established that will provide remediation and enrichment for students assigned on an individual basis. Funds should be provided to insure that diverse and adequate materials and equipment are purchased for this center. The dearth of materials in the skills center this year failed to take advantage of individual student's needs.
4. Better use should be made of the teacher/trainers strengths and talents. It was felt that she was not used to advantage this year, due to the narrowness of the program.
5. Workshops should be held regularly that the paraprofessionals are being utilized to their maximum. Maximum communication and feedback is essential to the life of this program. Paraprofessionals should be shown new strategies and techniques of teaching/learning. Outside professional staff should be brought in on a regular basis to stimulate exploration of new ideas.
6. An orientation class (or workshop) should be set up for new students. The project staff should assist with helping to establish a positive emotional climate for these youngsters. It is urgent in a setting such as this that great care and time be taken in order to get to know and

understand these students.

7. A family worker should be hired to act as a liaison among the school, the students, the staff, and the families.

CENTER FOR EDUCATIONAL RESEARCH AND FIELD SERVICES
NEW YORK UNIVERSITY

Final Report

Function Number 20-53426

EVALUATION OF CITY-WIDE UMBRELLA PROGRAMS
NEW YORK CITY BOARD OF EDUCATION
1974-1975 SCHOOL YEAR

"BASIC SKILLS AFTER-SCHOOL PRE-KINDERGARTEN PROGRAM"

Prepared by: Professor Sheldon Kastner
Professor Paul Heintz

I. THE PROGRAM

The Basic Skills After-School Pre-Kindergarten Program was designed to upgrade the reading and math readiness skills and to develop English as a second language in the pre-kindergarten pupils of P.S. 189 in Brooklyn.

The participants were to be 60 pre-kindergarten pupils who were to comprise approximately 50% of the 1975-1976 kindergarten enrollment. The 60 participants were selected from the Bureau of Educational Research's projected information on the number of children found to be below reading levels in the Spring 1974 Metropolitan Reading Tests for grades 2 through 6. Additional criteria for selection of participants were to be: free lunch eligibility, school's knowledge of family needs, information forwarded by social service agencies and pupils' inability to speak English because of recent arrival to this country.

An additional component of the program was to reach out to parents, encouraging and improving attendance at the sewing classes.

The parent sewing classes component was to run from 1 to 5 p.m. from Monday through Friday.

The selected pupils were to meet every day, Monday through Friday from 3 to 5 p.m. There were to be four classes, each with a teacher and an educational assistant, three student aides, one auxiliary trainer and the project coordinator.

In order to maintain follow-up of the children now in kindergarten and first grade who had been in the Basic Skills After-School Pre-Kindergarten Program the previous year, three educational assistants were to spend from 11:30 a.m. to 3:00 p.m. in kindergarten and first grade classrooms.

The program began September 1974 and ran through June 1975.

II. EVALUATION PROCEDURES

Evaluation Objective I

To determine whether, as a result of participation in the program, the school adjustment of the pre-school target population will show a statistically significant difference between pre- and post-test scores.

Subjects

Sixty pre-kindergarten children.

Methods and Procedures

A project developed check list will be administered during the first week and last week of the program.

Analysis of Data

Data will be analyzed using the McNemar Test for Significance of Change.

Evaluation Objective II

To determine whether, as a result of participation in the program, the physical, intellectual, and social skills of the children will show a statistically significant difference between pre- and post-test scores.

Subjects

Sixty pre-kindergarten children.

Methods and Procedures

A project developed checklist will be administered during the first week and last week of the program.

Analysis of Data

Data will be analyzed using the McNemar Test for Significance of Change.

Evaluation Objective III

To determine whether there will be a statistically significant increase in parent attendance over the course of the project year.

Subjects

All parents participating in the program.

Methods and Procedures

Attendance records of parents participating in the program will be kept in order to make comparisons between the beginning and end of the project year attendance patterns.

Analysis of Data

An appropriate non-parametric test will be used to assess the statistical

significance of changes in parent attendance.

Evaluation Objective IV

To evaluate the extent to which the program, as actually carried out, coincided with the program as described in the project proposal.

Subjects

All participants in the program.

Methods and Procedures

In order to evaluate the quality and extent to which the program had been implemented, close monitoring of the program will be carried out by conducting site visits at the beginning and end of the project period; by examining rosters containing lists of personnel working in the project, along with other documents related to the implementation of the program; and by maintaining continuous contact with the project coordinator in order to obtain data on all aspects of the functioning of the project.

Analysis of Data

A statement concerning the extent of implementation of the program will be made; and, where serious discrepancies exist between proposal and program, provide a description of those discrepancies.

III. FINDINGS

Evaluation Objective I

To determine whether, as a result of participation in the program, the school adjustment of the pre-school target population will show a statistically significant difference between pre- and post-test scores.

To determine changes in school adjustment, teachers rated children at the beginning and close of the program. Analysis of the data by McNemar Test for Significance of Change indicates a significant change in school adjustment, $X^2 = 13.0$; $p < .01$. The direction of the significant change was the same as predicted by objective one. The McNemar analysis was based on an N of 52.

Evaluation Objective II

To determine whether, as a result of participation in the program, the physical, intellectual, and social skills of the children will show a statistically significant difference between pre- and post-test scores.

To determine changes in physical, intellectual, and social skills, teachers rated program participants at the beginning and close of the program. Analysis of the teachers' ratings by McNemar Test for Significance of Change indicates a significant change in the above categories, $X^2 = 14.6$; $p < .01$. The direction of the significant change was in the direction predicted by objective two. The McNemar analysis was based on an N of 41.

Evaluation Objective III

To determine whether there will be a statistically significant increase in parent attendance over the course of the project year.

To determine changes in parent attendance at workshops a list of the number of parents attending workshops in 1973-1974 and 1974-1975 were compiled. Analysis of the attendance records by McNemar Test for Significance of Change indicates a significant growth in parent attendance, $X^2 = 5.4$, $p < .05$.

Evaluation Objective IV

To evaluate the extent to which the program as carried out coincided with the program as described in the project proposal.

An examination of classroom student's lists showed that 75 children are being serviced in three classes on an after-school basis from 3 to 5 p.m. Each class is run by a licensed teacher, has one educational assistant and one student aide. The fourth teacher fills in each classroom as needed. Observation of classes showed that facilities and materials are very adequate in meeting the needs of the program as designed. However, the reason the program is designed to run from 3 to 5 p.m. is lack of space in the school. If additional space could be found in the school, children would be able to attend classes earlier in the day. All children seemed to be actively engaged in learning reading and math basic skills, as lessons and previous work displays clearly showed. Morale and interest among children and staff alike was seen to be very high with children, teachers, assistants and aides who proudly exhibited the work covered by past lessons. Participation in daily work seemed active and motivated.

Observation of parent sewing classes showed the same enthusiastic spirit. Parents were hard at work making clothes for themselves, their children and even had sewed for a money-raising bazaar where their creations brought in money to help with expenses. There were six machines which were partially purchased with school candy and cake sales. Again, morale and interest seemed high. Examination of attendance sheets showed a stable group of from 10 to 20 parents involved in the on-going sewing workshop. An educational assistant worked with parents from 1 to 3 p.m. every day.

Interviews with the project coordinator, auxiliary trainer, teachers' assistants and aides confirm the enthusiasm felt by staff, parents and children for the program.

One suggestion from staff to improve the program was: having the program run from October to May rather than September to June. In this way, children could register in September rather than the previous May, since the registration list does not always remain intact through the summer. This schedule would also allow the program to run concurrently with the other after-school programs, whereas now special security arrangements must be made for the weeks it operates alone in the school.

The other suggestion was to investigate further the aspect of educational assistant's follow-up of pre-kindergarten children as they progress through kindergarten and first grade. As it is now established, all the pre-kindergarten children are kept together in kindergarten. While this has advantages in that the educational assistants are able to keep contact with parents and children, the coordinator felt that a more precise definition of this aspect could be achieved with more efficient use of the educational assistants as a possible result.

Overall impression of the program through the procedures described above was one of a very popular, well-run and effective means of providing basic school readiness for pre-kindergarten children, as well as establishing a positive creative opportunity for parent involvement in school affairs. The program does indeed appear to be servicing the needs of the population for which it was designed.

IV. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The Basic Skills After-School Pre-Kindergarten Program is servicing 60 to 75 pre-kindergarten children by providing them with after-school instruction in reading and math every day from 3 to 5 p.m. Additionally, parents receive sewing classes every day from 1 to 5 p.m. under the direction of an educational assistant. A review of the findings indicated that all program objectives were accomplished. There were significant changes in school adjustment, physical, intellectual, social skills and parent attendance. The program was implemented as described in the project proposal.

After the students have moved into kindergarten, educational assistants are in their classrooms to follow-up on their progress and maintain on-going contact with the parents.

The following recommendations are made in order to suggest ways in which a sound program may be further strengthened.

1. The program should be recycled and expanded to include other schools as there is a waiting list of over 150 children from the neighborhood.
2. The proposal should be re-written to run from October to May in order to minimize security problems during the time the program operates alone, and eliminate changes in registration lists which often occur over the summer.
3. The use of paraprofessionals in follow-up of the pre-kindergarten children who are in kindergarten should be investigated. As established now, the paraprofessionals can maintain relationships with parents and follow-up on children's progress. Perhaps they could be also used to collect data on progress and/or regression of pre-

kindergarten students who are in kindergarten in order to provide further evidence of the impact of early academic intervention of children's later progress in school.

4. The program staff could benefit from help on the development of evaluation instruments.

CENTER FOR EDUCATIONAL RESEARCH AND FIELD SERVICES
NEW YORK UNIVERSITY

Final Report

Function Number 20-53427

EVALUATION OF CITY-WIDE UMBRELLA PROGRAMS
NEW YORK CITY BOARD OF EDUCATION
1974-1975 SCHOOL YEAR

"PARENT CHILD ORIENTATION PROGRAM"

Prepared by: Professor Sheldon Kastner
Professor Paul Heintz

I. THE PROGRAM

The Parent-Child Orientation Program was designed to promote awareness and make parents knowledgeable of the various ways that their children will be helped by parental involvement in school affairs.

The design was to have set up sewing classes which parents would attend and from there organize workshops and, involve not only the sewing class attendants, but other parents from the neighborhood.

The staff was to include a Project Coordinator and four family workers. The workshops were to be held in four schools: P.S. 189, 138, 289, and 316 in Brooklyn.

Participants were to be chosen in these ways. Circulars were to be sent to all participating schools announcing the workshop schedule and school personnel were to recommend parents. The program was to serve 350 parents of children attending school in District 17. Parents were to be tested on a pre- and post-basis by a locally developed instrument. Complete school involvement

was felt to be a must for the program, including P.T.A. presidents, principals, guidance counselors, teachers, and paraprofessionals. Additionally, there was to be close work with the community school board, the district office and the community coordinator.

The program ran from September 1974 through June 1975.

II. EVALUATION PROCEDURES

Evaluation Objective I

To determine whether, as a result of participation in the program, the parents' knowledge of ways in which their children can be assisted by parent involvement in school-related activities has increased.

Subjects

350 parents.

Methods and Procedures

A project developed questionnaire will be administered during the first and the last week of the program.

Analysis of Data

Data will be analyzed by using a correlated t-test.*

Evaluation Objective II

To determine whether, as a result of participation in the program, the reading grade of the pupils will show a statistically significant difference between the real post-test score and the anticipated post-test score.

Subjects

25 pupils.

* Permission granted by OEE on December 12, 1975 to analyze data by means of a Table of Percentages.

Methods and Procedures

The appropriate forms of the city-wide administered reading tests (Metropolitan Achievement Test 4/74 and NYC Reading Test 4/75) will be used to assess changes in reading.

Analysis of Data

Data will be analyzed by the "Real Post-test vs. Anticipated Post-test Design".

Evaluation Objective III

To evaluate the extent to which the program, as actually carried out, coincided with the program as described in the project proposal.

Subjects

All participants in the program.

Methods and Procedures

In order to evaluate the quality and extent to which the program had been implemented, close monitoring of the program will be carried out by conducting site visits at the beginning and end of the project period; by examining rosters containing lists of personnel working in the project, along with other documents related to the implementation of the program; and by maintaining continuous contact with the project coordinator in order to obtain data on all aspects of the functioning of the project.

Analysis of Data

A statement concerning the extent of implementation of the program will be made; and, where serious discrepancies exist between proposal and program, provide a description of those discrepancies.

III. FINDINGS

Evaluation Objective I

To determine whether, as a result of participation in the program, the parents' knowledge of ways in which their children can be assisted by parent involvement in school-related activities has increased.

Data on pre- and post-test changes in parents' knowledge were not submitted to the evaluators. Data were submitted on a test of parents' knowledge of community school board activities. However, no data was available on the participants pre-test level of information. Therefore, a direct statement regarding the first program objective cannot be made.

The data which was presented did indicate that the 13 respondents on average had 9 correct responses out of a total of 14 questions. If one presumes that prior to the workshop the participants had little or no knowledge about a particular topic the above data does indicate that the workshops did increase the participants knowledge.

Although parent attendance at the various workshops was not a program objective, data on parent attendance was gathered. On the average, 13 parents attended the various workshops.

Evaluation Objective II

To determine whether, as a result of participation in the program, the reading grade of the pupils will show a statistically significant difference between the real post-test score and the anticipated post-test score.

The data relevant to the second program objective is contained in Table 1.

TABLE 1
Results of Historical Regression Analysis in
Reading Achievement
(Real Scores vs. Anticipated Post Scores)

	Mean	Difference	t-value	Level of Significance
Pre-test	2.73			
Post-test	3.38			
		.01	.08	n.s.
Anticipated Post-test	3.37			

MAT/NYC, 4/74, 4/75

N = 20

The data contained in Table 1 indicates that when using a real vs. anticipated post design the objective of a significant increase in reading achievement is not attained. Pre- and post-test achievement data was submitted by the program for 20 students. The original design called for 25 students.

Evaluation Objective III

To evaluate the extent to which the program as actually carried out, coincided with the program as described in the project proposal.

Site visits to the Parent-Child Orientation Program schools, observations of workshops, and examination of workshop schedules, materials, and facilities showed that workshops were being held Monday through Thursday at four schools: P.S. 189, 138, 316, and 289. Workshop topics included community health resources, drug addiction and alcoholism, educational and social programs, early childhood disabilities, job and housing resources and family nutrition. Parent attendance averaged about 7 to 10 parents a workshop with some workshops servicing as many as 50 parents.

Interviews with and observations of staff showed that the family workers ran the workshop, kept attendance records, made home visits, and reported to the coordinator on their weekly activities.

Interviews with the project coordinator showed that frequent meetings were held with the District Superintendent, District Coordinator, school principals, and the parents' associations. The project coordinator also handled time reporting, budgeting, payrolls, and general operations of the program.

Observation of the program's main office during site visits showed a lack of maintenance on the part of school personnel. Walls were peeling, windows were cracked, heating was inconsistent and the general atmosphere was not conducive to good staff morale. Previous funding had allowed the staff to maintain an office off school premises which, according to staff, allowed for more spacious use of time and facilities as well as more efficient coordination of activities for all participants involved in the program.

The number of parents serviced as indicated by parent attendance sheets averages about 30 to 40 per week, or about 350 to 400 per year. However, according to the project coordinator, about half of this number consists of parents who attend subsequent workshops bringing the total number of parents serviced to about two hundred.

The program ran from September 1974 through June 1975.

The above information and observations indicate the program is a well-run and sound one. It appears to be servicing the population for which it was designed, that of parents of children of the above-mentioned schools in Brooklyn.

IV. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The Parent-Child Orientation Program serviced about 200 parents of children in District 17. Workshops were held in four schools on various community interest topics in order to make parents aware of how their involvement in school can help their children who attend those schools. Parent involvement was steady and workshops helped them in becoming knowledgeable in such areas

as health, nutrition, social problems and education. After close monitoring of the program, it is felt that the program provided the services as originally proposed, with the exception of the number of parents being serviced. Originally, the project proposal projected 350 parents participating in the program. While year-round attendance is about 400, some parents are returning to successive workshops so there are about 200 different persons who attend workshops over the year.

The overall effects of the program are somewhat ambiguous to evaluate. Although pre- and post-test data on parent knowledge was not available, there was post-test data which indicated that parents did have substantial information after a workshop. The second objective regarding changes in reading achievement was not attained by a real vs. anticipated design.

The following recommendations are made with the purpose of suggesting ways in which the program may be strengthened.

1. Although the reported data is inconsistent, there appears sufficient evidence to recommend that the program be recycled.
2. The number of parents to be serviced should be changed to reflect the actual number attending workshops.
3. The facilities for the main staff office should be better maintained by school personnel since it is no longer feasible to fund the off-site office the staff has used in the past.

NEW YORK UNIVERSITY
CENTER FOR EDUCATIONAL RESEARCH AND FIELD SERVICES

Final Report

Function Number 20-53428

EVALUATION OF CITY-WIDE UMBRELLA PROGRAMS
NEW YORK CITY BOARD OF EDUCATION
1974-1975 SCHOOL YEAR

"GODDARD RIVERSIDE EDUCATIONAL CAMP PROGRAM"

Prepared by: Professor Sheldon Kastner
Professor Paul Heintz

I. THE PROGRAM

The 1974-1975 Goddard Riverside Educational Camp Program was a cooperative project undertaken by both agencies designed to improve the reading and English proficiency skills of fifth grade participants in school District #3 in Manhattan. Fifth graders in this district were identified as being in urgent need of remediation and enrichment to counteract deterioration (as measured over the years) in reading skills as they moved through the educational system.

The target population was established through working with principals, teachers, and paraprofessionals of district area schools, through meetings with local schools' superintendents, through discussions with parents and students, and through investigation of reading scores for fifth grade pupils. Determined eligible to participate in this year's project were classrooms in

the district with the fewest percentage of students reading at or above national norms, schools which had developed successful bilingual programs to match with schools not so successful, and classroom teachers and para-professionals expressing an interest in working with a combined staff to implement the program at the campsite.

The program's many activities revolved around a week-long camping experience for its participants at a campsite located in Rifton, New York. This camping experience was followed up with interrelated classroom, community, and museum activities implemented, monitored, and evaluated throughout the rest of the school year.

Teachers and paraprofessionals participating in the project together with the Goddard-Riverside staff, explored the campsite together before the program year began. Preparation for the experience and follow-up activities were conducted at the camp, with staff then working with selected students in the classroom setting preliminary to their attending camp. Each group of students at camp was divided into two bilingual sections of 15 youngsters, led by two staff persons. The small breakdown of groups insured individual attention and maximum interaction of participants. Activities at the campsite focused on aiding the participants to see themselves as an actual part of a laboratory. Each student was involved in an educational program at least seven hours per day. Outdoor activities were integrated in such a way as to help students improve reading skills, expand their understanding of natural and social sciences and to further increase their language abilities. Back in school, at the follow-up sessions, each group experienced at least one hour per week of project-oriented events with parent volunteers, participating

museums, libraries and resource people.

Information about the Goddard-Riverside Project was disseminated through meetings held with community superintendents, principals of schools, paraprofessionals and parents of participants. Detailed written communication was sent to parents.

This year's project staff, which included an overall project administrator, a project coordinator, lecturers, a cook, bus driver, and kitchen aide was paid from Goddard-Riverside funding. Also, 18 teachers and 20 educational auxiliaries (modification which increased the teachers by two and decreased the paraprofessionals by twelve) were paid for with project monies.

The program operated consecutively from September 1974 through June 1975.

II. EVALUATION PROCEDURES

Evaluation Objective I

To determine whether, as a result of participation in the program, the reading grade of the students will show a statistically significant difference between the real post-test score and the anticipated post-test score.

Subjects

Four hundred fifth grade students.

Methods and Procedures

The appropriate forms of the city-wide administered reading tests (Metropolitan Achievement Test 4/74 and NYC Reading Test 4/75) will be used to assess changes in reading.

Analysis of Data

Data will be analyzed by the "Real Post-test vs. Anticipated Post-test Design".

Evaluation Objective II

To determine whether, as a result of participation in the program, the participants will show a significant increase in creative writing as rated by two judges.

Subjects

All participants in the program.

Methods and Procedures

The participants' initial three writing samples will be rated on a ten point scale for level of creativity. Judges will be members of the program staff. The average of the three ratings will serve as the mean pre-program creativity rating; and, the final three writing samples will be rated and serve as the post-program score.

Analysis of Data

A McNemars Test of Significance of Change will be employed.

Evaluation Objective III

To determine whether, as a result of participation in the program, 70% of the bilingual participants will obtain 70% correct on a test of natural science phenomena.

Subjects

All bilingual participants.

Methods and Procedures

A 25-item, multiple-choice test of natural science phenomena will be administered to all bilingual participants at the end of the program.

Analysis of Data

A count of the number of participants receiving a score of at least 70% correct will be made.

Evaluation Objective IV

To evaluate the extent to which the program, as actually carried out, coincided with the program as described in the project proposal.

Subjects

All participants in the program.

Methods and Procedures

In order to evaluate the quality and extent to which the program had been implemented, close monitoring of the program will be carried out by conducting site visits at the beginning and end of the project period; by examining rosters containing lists of personnel working in the project, along with other documents related to the implementation of the program; and by maintaining continuous contact with the project coordinator in order to obtain data on all aspects of the functioning of the project.

Analysis of Data

A statement concerning the extent of implementation of the program will be made; and, where serious discrepancies exist between proposal and program, provide a description of those discrepancies.

III. FINDINGS

Evaluation Objective I

To determine whether, as a result of participation in the program, the reading grade of the students will show a statistically significant difference between the real post-test score and the anticipated post-test score. The data relevant to the first objective is contained in Table 1.

Scanning the data in Table 1 indicates that the program objective of a significant increase in actual post-test scores over the predicted post-test scores was not attained. Therefore the first program objective was not achieved.

TABLE 1

Results of Historical Regression Analysis in
Reading Achievement
(Real Scores vs. Anticipated Post Scores)

	Mean	Standard Deviation	Difference	t-value	Level of Significance
Pre-test	3.82	1.40			
Post-test	4.38	1.44			
Predicted Post-test	4.57	1.75	.18	- 1.69	n.s.

Total N = 208

MAT/NYC, 4/74, 4/75

Evaluation Objective II

To determine whether, as a result of participation in the program, the participants will show a significant increase in creative writing as rated by two judges.

Analysis of teachers' ratings of the children's creative writings indicates that the second program objective was attained. A total of 131 initial ratings were submitted for analysis. Fifty-one (51) of the initial ratings indicated above average creativity. Post-test ratings indicated that of the 131 ratings a total of ninety-five (95) ratings were above average. Statistical analysis of the ratings indicate a significant change in creativity, $\chi^2 = 13.1$, $p < .01$.

Evaluation Objective III

To determine whether, as a result of participation in the program, 70% of the bilingual participants will obtain 70% correct on a test of natural science phenomena. No test scores were submitted to the evaluators on this aspect. Thus, the effects of the program on the target population in this area are unknown.

Evaluation Objective IV

To evaluate the extent to which the program as actually carried out, coincided with the program as described in the project proposal. Examination of personnel rosters and other documents supplied by the project coordinator revealed that a total of 38 persons were employed by the project under umbrella funding. (The remainder of the staff were reimbursed by Goddard-Riverside.) Of these, 18 were classroom teachers and 20 were educational auxiliaries.

Four hundred and eighty fifth grade youngsters from 16 schools in District # 3 in Manhattan were provided with services during this project year.

The program initially requested 16 (overnight) teachers and 32 educational auxiliaries but a modification, approved by the Board, reapportioned the staff so that 18 (overnight) teachers and 20 educational auxiliaries actually participated in the program.

Aside from that minor modification, the program services operated within the guidelines established in the proposal. It did, however, experience frustration and some difficulty getting started due to contract problems. The contract was not approved until January 1975 so children did not begin using the campsite until then.

Information about the program gleaned from administrators and some principals indicated that the project was of inestimable value educationally, as well as socially. Children profited enormously from a week at camp; very often it was a much needed first experience away from home. The academic program was carefully researched, planned and executed by the staff. Reading, math, science, and social studies experiences all "came alive" in this setting, as it never had in the confines of the classroom. Children interacted with each other in completely natural surroundings; with the artificiality of the schoolroom removed, adults and children were free to respond to each other in "real" ways.

The setting for the camp was a dairy farm in Rifton, New York. Program activities included such things as farming, feeding and caring of animals.

Project staff were sensitive and motivated to the needs of the target population and interested in the progress made by the youngsters. Preliminary training sessions and ongoing workshops as the year progressed were deemed

worthwhile.

In sum, the objectives of the program with regard to service were completely met as outlined in the project proposal. The activities designed and implemented to meet program goals were innovative and highly appropriate for the target population. This population consisted of fifth grade students reading below national norms and scoring lower than average on English proficiency exams.

IV. SUMMARY, CONCLUSION AND RECOMMENDATIONS

The major objectives of the Goddard-Riverside Educational Camp Program were to improve the reading and English proficiency skills of the target population, a group of 480 fifth grade inner-city children. The program serviced 16 schools in the Upper Manhattan community (District #3). The project was carried out in a rural environment, a camp in Rifkin, New York where each group of participants spent a full week and followed up with activities in the city, both in and out of the classroom.

Evaluation of the program objectives indicated that the objective of a significant difference between post- and anticipated post-test reading achievement scores was not attained. The second program objective of a significant change in creative writing was supported. Changes in knowledge of natural science could not be evaluated because no data on this objective was submitted. With the above exception, the program was carried out as stipulated in the program proposal.

Recommendations

- I. Based on field visits and the creative writing data, it is recommended that the program be recycled.

2. Due to a late starting date this year because of contract difficulties, some students went to camp before being pre-tested. If the camp experience is integral to the project's objectives, it is necessary that the project begin as early as possible in the school year.

CENTER FOR EDUCATIONAL RESEARCH AND FIELD SERVICES
NEW YORK UNIVERSITY

Final Report

Function Number 20-53429

EVALUATION OF CITY-WIDE UMBRELLA PROGRAMS
NEW YORK CITY BOARD OF EDUCATION
1974-1975 SCHOOL YEAR

"THE AFRO-AMERICAN HISTORY CARAVAN PROGRAM"

Prepared by: Professor Sheldon Kastner
Professor Paul Heintz

I. THE PROGRAM

The Afro-American History Caravan project functioned during the year 1974-1975 in New York City School Districts #5M and #6M, instructing youngsters in African American History and culture. The program was developed to help instill in these children attending 5th and 6th grades pride in their heritage and identification with their culture. In the districts where the Caravan operated, only 21.5% of the youngsters were reading on or above grade level and it was felt that a program such as this could also be geared to the public school remedial reading and E.S.C. skills programs. The project's rationale for this was that children who gain insight, knowledge and pride in their history and cultural background would be more motivated to learn and would thereby increase their reading ability.

The target population included as many 5th and 6th grade pupils in the two districts as was feasible, considering limited time and facilities. The

program coordinator held conferences with principals of the schools in the districts, who then approached teachers within each of the schools. Requests for services were filled in order of receipt, the only exception being that schools with the lowest reading scores were given preference.

The Caravan, a completely equipped mobile classroom (tractor trailer), travelled from school to school, 5 days a week to 5 different sites. Five presentations were given on the van throughout each school day. Units, or modules, on Afro-American History were developed by the project staff. The units were presented within cycles, a cycle being the length of time the van spent at each school. Materials for the units of work were given to the teachers and students participating in booklet form with pre- and post-testing included in each packet. Each class involved in the project met once a week on the van for the length of the cycle. Classroom teachers accompanied their youngsters to the van and participated in the instruction.

The staff for the Afro-American History Van consisted of one teacher coordinator, three paraprofessionals and one van driver. Due to a change in coordinators this year, the program did not get underway in September as was scheduled, but instead, functioned minimally from September until November with one paraprofessional overseeing the office and doing paperwork. Actual implementation of the project began in November 1974 when it began operating under the direction of the new coordinator. On December 1, 1975, the van began its initial site visits.

The coordinator was responsible for training the paraprofessionals and for selection of materials and equipment. She also functioned as liaison between the principals and teachers of the schools involved in the program.

Two of the paraprofessionals presented the program on the Caravan through teaching, through the use of media, through displays, and through discussions with students, teachers, parents and community persons. A third paraprofessional developed schedules, took care of correspondence, filing, reports, and telephone coverage. She also helped in the preparation of teacher materials to be used on the Caravan.

A major modification in the proposal had to do with an after school tutorial center that was to have been in effect on the van throughout the year. Originally, the proposal stated that classroom teachers were to staff the tutorial center, but no budget provision was allocated to compensate teachers for after school service. Another problem encountered with the tutorial service was in parking the van. It would have been almost impossible for the driver to secure a parking place in the garage after a certain hour and additional means of financing would also have been needed to find a different garage. Therefore, the tutorial service was eliminated from the program for the school year 1974-1975.

The Afro-American Caravan operated full-time between November 1974 and June 1975.

II. EVALUATION PROCEDURES

Evaluation Objective I

To determine whether, as a result of participation in the program, the reading grade of the students will show a significant difference between the real post-test score and the anticipated post-test score.

Subjects

All participants in the program.

Methods and Procedures

The appropriate forms of the city-wide administered reading tests (Metropolitan Achievement Test 4/74 and NYC Reading Test 4/75) will be used to assess changes in reading.

Analysis of Data

Data will be analyzed by the "Real Post-test vs. Anticipated Post-test Design".

Evaluation Objective II

To determine whether the students will show a significant increase in their knowledge of Afro-American History as indicated by their performance on a project developed test of Afro-American History.

Subjects

All participants in the history course.

Methods and Procedures

A forty-item project developed pre-test is administered at the beginning of the program and a forty-item project developed re-test is administered at the end of the sequence.

Analysis of Data

A t-test for correlated data will be completed.

Evaluation Objective III

To evaluate the extent to which the program, as actually carried out, coincided with the program as described in the project proposal.

Subjects

All participants in the program.

Methods and Procedures

In order to evaluate the quality and extent to which the program had been implemented, close monitoring of the program will be carried out by conducting site visits at the beginning and end of the project period; by examining rosters containing lists of personnel working in the project, along with other documents related to the implementation of the program; and by maintaining continuous contact with the project coordinator in order to obtain data on all aspects of the functioning of the program.

Analysis of Data

A statement concerning the extent of implementation of the program will be made; and, where serious discrepancies exist between proposal and program, provide a description of those discrepancies.

III. FINDINGS

Evaluation Objective I

To determine whether, as a result of participation in the program, the reading grade of the students showed a significant difference between the real post-test score and the anticipated post-test score.

The appropriate forms of the city-wide administered reading tests (Metropolitan Achievement Test, 4/74 and NYC Reading Test, 4/75) were used to assess changes in reading. Data were analyzed by the "Real Post-test vs. Anticipated Post-test Design".

Table 1 contains a summary of the data relevant to the first evaluation objective. The data contained reflects the scores of fourth through sixth grade students.

TABLE 1

Results of Historical Regression Analysis
in Reading Achievement for Grades 4, 5, and 6
(Real Scores vs. Anticipated Post Scores)

	Mean	Difference	t-value	Level of Significance
Pre-test	4.19			
Actual Post-test	5.14	.95	25.64	.01
Predicted Post-test	4.19			

MAT/NYC, 4/74, 4/75

N = 1,149

The results of the test of significance between actual post-test scores and anticipated post-test scores revealed highly significant differences in reading for grades 4, 5, and 6 ($t = 23.64$; .01) with actual post-test scores being higher. A comparison of the mean actual post-test scores with the predicted post-test scores indicates that students gained approximately eight months in excess of what was predicted on the basis of their past history of achievement in reading. For each month, these students were in the program, an average gain of 4/5 month in excess of expectation is indicated.

Evaluation Objective II

To determine whether the students showed a significant increase in their knowledge of Afro-American History as indicated by their performance on a project developed test of Afro-American History.

Evaluation Objective II, that students would show increased information about Afro-American History, could not be statistically analyzed. Although data were submitted for this objective, it could not be analyzed because of lack of comparability between pre- and post-test scores.

Evaluation Objective III

To evaluate the extent to which the program as actually carried out, coincided with the program as described in the project proposal.

An examination of the personnel rosters and other documents supplied by the project coordinator revealed that a total of four persons were employed to provide direct services during the 1974-1975 project year. This total included one teacher coordinator working full time who was in charge of

the program, three full-time paraprofessionals, and one full-time caravan driver. The coordinator's responsibilities were to research and prepare the educational materials, to train the educational assistants, to select materials and equipment needed, and to be responsible for their safety. She also served as liaison with the principals and teachers of the various schools. Two of the paraprofessionals were responsible for the presentation of the programs at the Caravan. These presentations were conducted through teaching, through the use of media (films, tapes, records, slides, etc.), through displays and through discussions with students, teachers, parents and members of the community.

The third paraprofessional managed the office and its equipment, produced and distributed the required schedules, correspondence orders and all other necessary materials. She was also responsible for the files, helped to prepare materials for presentation and substituted on the Caravan in the event of an emergency. The van driver drove the Caravan to and from the site locations. He assumed total responsibility for garaging, cleaning, maintenance, repair and licensing of the trailer. In addition, direct observation found him on-the-van at all times during the day in order to insure safety and cooperation of the participants.

The site visits focused on evaluation of the adequacy of facilities materials and instructional activities. Interviews were conducted with the coordinator, with the educational assistants and wherever possible with the teachers participating in the project. The van was completely equipped mobile-classroom. It featured a very extensive library of black history and literature material. The van was beautifully constructed and designed,

and included colorful display boards, (which changed every month), comfortable, movable furnishings; a complete assortment of media equipment including chalkboard, movie screen, movie and slide projector, tape recorder, overhead and opaque projector, and record player. The lighting on the van was excellent and temperature and outside noise were controlled through air conditioning. In addition it was spotlessly clean, both inside and out. It was an almost perfect teaching/learning facility. The only limitation observed was that it was a bit too small and could not, due to dimensions of the van, be rearranged in order to permit much variation in instruction arrangements.

In addition to the van, the project maintained a central office at P.S. 125 which served to coordinate the materials and equipment utilized, and also functioned as a teacher-community resource room. Here all project books and materials were on display and newsletters and other information was available. In some cases, teachers could check out materials for preparation of their class lessons on the van. The project staff also met in the office for workshops and to develop project curriculum. This room also was bright and airy and altogether very attractive.

Discussion with the coordinator revealed some modifications in the program. These included the following: the program itself did not begin as scheduled in September of 1974. There needed to be a certified city teacher as coordinator of the van and the present person was not recruited until late in the fall. She took over the function of coordinator in November and therefore, the van did not start servicing the district until December 1, 1974.

An additional discrepancy with the 1974-1975 project proposal had to do with an after-school tutorial center which was to have been in effect on

the van all year. The project proposal stated that the tutorial component was to have achieved an increase in reading levels and improve E.S.L. skills as measured by the Metropolitan Achievement Test and New York City Language Fluency Test. Specialists were to have designed the tutorial program and to have been responsible for the preparation of remedial material. Certified New York City teachers were to have been employed as tutors on the van, but no budget provision was allocated to compensate teachers for after-school service. The teachers current contract only provided wages until 3:30 p.m. In addition, a serious problem was encountered with the storage of the van. It was impossible for the Caravan driver to secure a parking space in the garage after a certain hour. Having to stay with the van while the tutoring center was in operation and then having to secure a garage space would have meant additional costs, both for the garage and overtime for the driver, neither of these costs factors was taken into consideration when the proposal was written. Therefore, the idea of an after-school tutorial center had to be dropped for the 1974-1975 project year.

The above modifications notwithstanding, direct observation of the sessions on the van revealed that the instructional activities planned and utilized by the staff were based on sound educational principles and were entirely appropriate for the target population. The two paraprofessionals directing the activities on the van were very well trained, bright, warm, and extremely skillful in manner of presentation. There was excellent rapport among staff, student population and teachers involved in the program. Much enthusiasm and positive feeling prevailed on the van. These feelings about the program were shared by the teachers and community persons who came into the office during an interview session with the coordinator.

The Afro-American Caravan's Coordinator obviously contributed greatly to meeting the program objectives and to maintaining the high quality of the program. She was constantly striving to update and further develop curriculum materials utilized in past years. During the current school year, several new modules had been added to the existing curriculum, and more were being considered for next year, including ones on Black Elected Officials, Black Frontiersmen, and the Bicentennial. Also, the coordinator was trying to educate teachers as to the value of the program through teacher workshops in order to further coordinate efforts between personnel working in the classroom and the van. Exploration had begun during conferences with teachers and staff regarding how the program on the van was to be most effectively utilized and integrated into classroom activities. At present, teachers were free to utilize the materials available any way they wished. Also parent workshops were being considered, both to apprise them of the activities and instruction offered to their children and to increase their own knowledge of black history and culture.

In short, with the exceptions of the late starting time and difficulty with the Afro-American History Test, it was evident that the project once underway was extremely successful in implementing the program objectives. The project provided youngsters in grades five through six with invaluable services, unavailable to them in the regular school curriculum.

III. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The major objectives of the Afro-American History Caravan for the year 1974-1975 were to improve the reading scores of the target population

(selected fifth and sixth graders in school Districts #5 and #6 in Manhattan) and to significantly increase knowledge of African-American History by the above stated population. The data relevant to the objective concerning improvement in reading achievement supported the program objective. Although the data which were submitted for the second objective concerning knowledge of Afro-American History was unanalyzable, site visits did indicate that a meaningful program was presented. The program provided services five days per week to five groups per day in five different locations. The Caravan was a completely equipped mobile classroom, activities and units on African American-History were very carefully researched and developed and presented thoughtfully and carefully. All ten-week units presented on the van were offered as complete modules, with each lesson accompanied by pre- and post-testing. The program's coordinator was very effective at carrying out administrative duties, at training her staff and at preparing adequate materials. The project was implemented as outlined in the project proposal with the exceptions of the late starting date and the elimination of the after-school tutoring center described in the previous chapter. Overall, the evaluation team was favorably impressed with the operation of this project.

The following recommendations are based on information gleaned through on-site observations of program operations and through interviews with the Caravan staff who administered and conducted the 1974-1975 program. It is anticipated that these recommendations, if implemented, will serve to strengthen an already sound educational program.

1. The program should be recycled. This recommendation is based on the positive findings for objective 1 and the findings of the site visits.

A sequential program of instruction should be offered to children beginning at least in grades three and four during the next project year.

2. New modules of history and culture should be added to the present curriculum so that children now in the fifth grade can be included in a two-year sequence instead of having to duplicate or drop the program. Most particularly, Bicentennial materials should be added to next year's curriculum.
3. An additional van should be outfitted in order that the program be provided to more schools. In this way, other agencies also could be serviced. According to the project coordinator three or four requests, which currently cannot be met are received in the office each day. Community groups, senior citizens, special education groups (District #75), street academies, parent groups, etc. have requested to be included in the program. These requests for programs should be met as soon as possible.
4. Additional staff should be hired to accommodate the above recommendation.
5. The present Caravan should be able to function after school and in the evenings, as well as in the summers to make available to the community its unique resources. Its present function could be expanded to include dramatic presentations, concerts, discussion groups, "rap sessions", or whatever community and project leaders felt was appropriate and essential. The faculty, (the van) is too unique, too valuable, too expensive to be left unused every evening, and during the summer.

6. More use of the office should be made for teacher-staff-community conferences, for workshops, and for in-service training in order to insure maximum feedback and coordination of program efforts. Such efforts would increase the probability that students will have a more integrated learning experience.
7. More attention should be given to the incorporation of a viable after school tutorial program.

CENTER FOR EDUCATIONAL RESEARCH AND FIELD SERVICES
NEW YORK UNIVERSITY

Final Report

Function Number 20-53430

EVALUATION OF CITY-WIDE UMBRELLA PROGRAMS
NEW YORK CITY BOARD OF EDUCATION
1974-1975 SCHOOL YEAR

"MENTAL HYGIENE-LINGUISTIC READING PROGRAM"

Prepared by: Professor Sheldon Kastner
Professor Paul Heintz

I. THE PROGRAM

The Mental Hygiene-Linguistic Reading Program for 1974-1975 was designed to service approximately 2,000 inner-city children in kindergarten through grade 3, plus youngsters in CRMD classes. The program's goals included developing the child's ability to read on grade level or above, to improve existing reading skills, to improve the child's behavioral attitude and to help each child gain in confidence and self-image. Children who participated in the program were determined eligible by each participating school administration through testing, and by parental requests. Information about the program was disseminated through workshops held at the beginning and end of the school year. The staff of the program, at the request of individual school administrators, used each school interested and explained the program, its procedures and services.

The Mental Hygiene-Linguistic Reading Program was used exclusively

by all those participating in it. Reading instruction was carried on 5 days a week from kindergarten through 3rd grade, with a variety of techniques used to stimulate, encourage and motivate the participants. A typical days reading program would include: introducing the day's work by the teacher, workbook activity presided over by the teacher, reading, both individually and in small groups, perhaps some singing, word games and stories, testing at the conclusion of each series of books and much use of specially selected enrichment materials, as well as an opaque projector and chalkboard activities. The approach to reading was a multi-sensory one, particularly at the earliest levels. Here, tactile exploration of the alphabet with each child using a set of plastic letters was included as part of the program. Children at all levels in the reading program could be found in every classroom. The program's philosophy was based on helping children to enhance their self-image and on encouraging each child to work at his or her own pace. The traditional "lock-step" method of teaching, or whole group learning was abandoned in favor of a far more flexible, more individualized reading experience.

The Mental Hygiene-Linguistic Reading Program functioned in 6 schools in Queens, New York during 1974-1975. At least 4 classes participated in each of the schools included in the project. It was coordinated by one teacher, employed 3/5 time, whose supervisory responsibilities included directing the entire program, holding workshops for staff and teachers in the participating schools, continuing the program in existing schools, introducing it into new schools, maintaining continuous contact with District Superintendents, Principals, guidance and social workers, and also completing a teacher's manual to be

utilized by everyone working with the project henceforth. In addition to the project coordinator, 3 teacher trainers were employed. These teachers gave demonstration lessons on all aspects of the curriculum to new faculty using the program and to those requesting additional orientation. Also, it was their responsibility to hold conferences and to train paraprofessionals and educational assistants employed by the program. In addition, they trained volunteer students from local universities in tutoring techniques. One educational assistant and one teacher aide were also employed in the program. Their participation included preparation and collation of materials and clerical work as needed, and working in classrooms on a one-to-one basis.

The Mental Hygiene Linguistic Reading Program operated between September 1974 through June 1975.

II. EVALUATION PROCEDURES

Evaluation Objective I

To determine whether, as a result of participation in the program, the reading grade of kindergarten and first grade children will show a statistically significant difference between the real post-test score and the anticipated post-test score.

Subjects

1,000 kindergarten and first grade pupils.

Methods and Procedures

The Gates-MacGinitie reading test will be administered during the first week and last week of the program to assess changes in reading.

Analysis of Data

Data will be analyzed by using the "Real Post-test vs. Anticipated

Post-test Design".

Evaluation Objective II

To determine whether, as a result of participation in the program, the reading grade of second and third graders will show a statistically significant difference between real post-test score and the anticipated post-test score.

Subjects

1,000 second and third grade pupils.

Methods and Procedures

The appropriate forms of the city-wide administered reading test (MAT, 4/74; New York City Reading Achievement Test, 4/75) will be used to assess changes in reading.

Analysis of Data

Data will be analyzed by the "Real Post-test vs. Anticipated Post-test Design".

Evaluation Objective III

To determine whether, as a result of participation in the program, 70% of the participants will show at least a one scale unit increase in self-concept as measured on the Goodenough Figure Drawing Test.

Subjects

All participants in the program.

Methods and Procedures

All the participants will be rated during the first week and last week of the program on the Goodenough Figure Drawing Test.

Analysis of Data

A count will be made of the number of subjects who show at least a one scale unit change in self-concept.

Evaluation Objective IV

To evaluate the extent to which the program, as actually carried out, coincided with the program as described in the project proposal.

Subjects

All participants in the program. *

Methods and Procedures

In order to evaluate the quality and extent to which the program had been implemented, close monitoring of the program will be carried out by conducting site visits at the beginning and end of the project period; by examining rosters containing lists of personnel working in the project, along with other documents related to the implementation of the program; and by maintaining continuous contact with the program coordinator in order to obtain data on all aspects of the functioning of the program.

Analysis of Data

A statement concerning the extent of implementation of the program will be made; and, where serious discrepancies exist between proposal and program provide a description of those discrepancies.

III. FINDINGS

Evaluation Objective I

To determine whether, as a result of participation in the program, the reading grade of kindergarten and first grade children showed a statistically

significant difference between the real post-test score and the anticipated post-test score. Since data was not submitted for first grade children, a real vs. anticipated design could not be used. Kindergarten children do not have a history of prior academic achievement on which the anticipated score is based.

Data were received for 251 kindergarten children. Thus the analysis which follows is restricted to kindergarten children. Although test scores were often reported in different units of measurement, a conversion to percentile scores was done to allow for comparison. Table 1 contains the data relevant to objective one. Data on first grade children could not be analyzed because of noncomparability of pre- and post-tests and failure to report pre-test results.

Evaluation of the data presented in Table 1 indicates that the program objective of a significant gain in reading between pre- and post-testing was achieved at the kindergarten level. The difference between pre- and post-test results was highly significant, $p < .001$.

Evaluation Objective II

To determine whether, as a result of participation in the program, the reading grade of second and third graders showed a statistically significant difference between the real post-test score and the anticipated post-test score.

Data relevant to the second program objective is contained in Table 2. Table 2 contains the pre- and post-test for both second and third graders. A separate analysis was performed for each grade.

TABLE 1

Results of Kindergarten Pre-test and Post-test in Reading
for
MENTAL HYGIENE-LINGUISTIC READING PROGRAM

	N	Mean	Standard Deviation	t value	Significance
Pre-test	251	71.81	30.92	8.50	.001
Post-test	251	86.81	17.05		

Gates-McGinity, 9/74, 5/75

TABLE 2

Results of Historical Regression Analysis in
Reading Achievement for 2nd and 3rd Graders
(Real Scores vs. Anticipated Post Scores)

	Pre- Test	Post- Test	Anticipated Post	Difference	t-value	Level of Significance
Second (N=300)	2.45	3.36	3.75	.39	-7.30	n.s.
Third (N=274)	3.17	3.56	4.15	.59	-9.64	n.s.

MAT/NYC, 4/74, 4/75

The data in Table 2 indicates that program objective 2 was not supported for both second and third graders. Analysis of the data in Table 2 indicates somewhat surprising findings. First, the pre-test mean reading scores for both grades is above grade level. This is somewhat surprising for a pupil population which is often found to be reading well below grade level. The high pre-test scores have a direct influence on the anticipated post-test score. Given the high pre-test scores, the anticipated scores are also elevated.

Evaluation Objective III

To determine whether, as a result of participation in the program, 70% of the participants showed at least a one scale unit increase in self-concept as measured on the Goodenough Figure Drawing Test.

Program objective three is concerned with changes in self-concept. Figure drawings were administered at the beginning and close of the program. Goodenough self-concept scores were obtained for each drawing. Analysis of the data across all grades indicates that 91% of the children showed at least a one unit change in self-concept as measured by figure drawings. A total of 825 children comprised the sample for the self-concept analysis.

Evaluation Objective IV

To evaluate the extent to which the program, as actually carried out, coincided with the program, as described in the project proposal. An examination of the personnel rosters and other documents supplied by the coordinator revealed that a coordinator, four teacher-trainers, and two paraprofessionals were employed to provide direct services.

The site visits focused on evaluation of the adequacy of the facilities, materials and instructional activities. Interviews and discussions were held with all project personnel, with principals and assistant principals of schools visited and with as many classroom teachers using the project as possible. Every effort possible was made by project staff to provide background and history of the project and to provide the evaluator ample opportunity to visit as many sites as was feasible.

Not every school was able to provide storage and office space for the project and this was felt to be a limitation by project members. Classroom space, however, was adequate. Each class participating had sufficient materials, texts, and workbooks. In many cases, teachers were so enthusiastic about the reading program that they had prepared supplementary materials to compliment existing project work. Several opaque projectors were available in the project and these were found to be used effectively by teachers to project enrichment material, as well as project texts and workbooks.

Each level of the program had its own paperbound texts and accompanying workbooks. Students progressed from level to level at their own rate. Teachers in the program appeared quite satisfied with the reading materials provided them. The only concerns vocalized regarding adequacy of materials were those expressed by the project coordinator who was anxious to complete a formal manual which would assist teachers using the program in planning effective and stimulating lessons. Observations made in many different classrooms during site visits revealed that the project resources were being used most effectively by all teachers and students. Students in all classrooms visited were completely involved with and consistently interested in the lessons presented and the materials used. A very high level of enthusiasm and positive feeling was found in every classroom, from CRMD to advanced third grade levels. Individualized lessons, small and whole group lessons, as well as a lesson utilizing the opaque projector were observed.

Also, special small group tutoring sessions were visited. In all cases, the materials used were deemed appropriate for the target population.

Interviews held with principals and assistant principals in the schools visited revealed equally positive feelings, both for the program and for its staff. Rapport was excellent among principals, teaching staff and project personnel.

Conversations with the project coordinator revealed her concern with one of the evaluation instruments being used during this project year. Pupils' self-images had been assessed in every class participating and had to be scored by project personnel. The Goodenough Scale was being used to score the self-images and this was found to be a most difficult task. The project staff was exploring a possible change in evaluative procedures for the coming year. Further discussions revealed the project's need for central storage of materials and for a truck to transport such materials at the beginning and end of the school year.

The quality of the orientation, supervision, organization and leadership exercised by the program coordinator was a major contributor to maintaining the high educational calibre of this program. Administrative tasks were carried out efficiently and creatively, and the program was found to be running very smoothly.

In short, the project coordinator and the project staff were very successful in implementing this program as outlined in the proposal. The Mental Hygiene-Linguistic Reading program provided an excellent reading program, for its target population, designed not only to teach reading, but

to also encourage the development of a healthy self-image for its participants and to help create a positive reading environment in order to make reading a life-long pleasure.

IV. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The major objectives of the Mental Hygiene-Linguistic Reading Program were to improve the reading scores of pupils in kindergarten through third grade and to increase the participants concept of themselves. A total of 2,000 youngsters in six schools in Queens, New York, participated in the project which was offered five days per week during the regular school year. Those classes participating in the project used its reading program and materials exclusively. The program was fully implemented as outlined in the project proposal.

Reviewing the data contained in the findings section indicates that reading scores for 2nd and 3rd Graders did not show a significant gain when analyzed by a real vs. anticipated design. The data for children in kindergarten did indicate significant growth in reading. Data on changes in self-concept indicate that over 90% of the children demonstrated at least a unit gain in self-concept.

Recommendations

1. Although all program objectives were not attained the reported data do indicate positive growth for many children in the program. In addition, field visits indicate a smooth and efficiently run program. Therefore, a recommendation for recycling is made.
2. Funds should be provided to allow for publication of a teacher's manual to be made available to all teachers working with the project. More

workbooks are also needed, particularly at the third grade level.

3. More effective use of audio-visual materials and equipment should be explored by project staff members. At present, the project does not take advantage of educational opportunities which could be offered through the use of electronic media, such as audio and video tape, film, slides, etc. Additional funds would be needed for this purpose.

CENTER FOR EDUCATIONAL RESEARCH AND FIELD SERVICES
NEW YORK UNIVERSITY

Final Report

Function Number 20-53431

EVALUATION OF CITY-WIDE UMBRELLA PROGRAMS
NEW YORK CITY BOARD OF EDUCATION
1974-1975 SCHOOL YEAR

"HIGH ROCK EDUCATIONAL PROGRAM"

Prepared by: Professor Sheldon Kastner
Professor Paul Heintz

I. THE PROGRAM

The High Rock Educational Program is conducted at the High Rock Conservation Center, a 72-acre tract of land on Staten Island, New York. The primary educational goal of High Rock was to provide school children with an opportunity to develop broader understanding and appreciation of their natural environment.

The students are recruited for the program through the distribution of information circulars to all public schools in New York City. Interested schools then were to notify High Rock and make appointments for their respective trips to Staten Island.

The program was designed to include two components -- an indoor and outdoor program. The outdoor component was to consist of nature walks through four trails representing different environmental flora with guides and activities suitable for grades one through six. The overall program was designed to motivate children toward educational achievement using a

discovery approach by utilizing the natural environment in conjunction with natural science, kit materials and books.

The classroom component was designed to utilize the study of nature in order to help children who are retarded in reading skills. Additionally, a pre/post-test construction was to measure the subjects understanding of the day's curriculum.

The number of students to be serviced during the school year was approximately 30,000. The program began in September, 1974 and operated until the end of June, 1975.

II. EVALUATION PROCEDURES

Evaluation Objective I

To evaluate the extent to which the program, as actually carried out, coincided with the program as described in the project proposal.

Subjects

As stated in the project description, the evaluation will focus on the coordinator/teacher's role in fulfilling the objective as stated in the November 6, 1974 revision of the project proposal. The population served includes approximately 14,000 pupils from Kindergarten through Sixth grade.

Methods and Procedures

In order to evaluate the quality and extent to which the program had been implemented, close monitoring of the program will be carried out by conducting site visits at the beginning and end of the project, along with other documents related to the implementation of the program; and by maintaining continuous contact with the project coordinator in order to obtain data on

all aspects of the functioning of the project.

Analysis of Data

A statement concerning the extent of the implementation of the program will be made; and, where serious discrepancies exist between proposal and program, provide a description of those discrepancies.

III. FINDINGS

The original Evaluation Objectives (1, 2, and 3) were deleted in accordance with modifications approved by the State of New York Department of Education after it was determined that these objectives as written in the project proposal did not reflect the program as it existed. The number of subjects was also modified from an original estimate of 30,000 pupils from grades 1 through 12 to a new approximation of 14,000 pupils from grades 1 through 6. No test materials were to be administered as a result of the approved modifications due to the unwieldy number of students (14,000) being serviced and to the inexact nature of the changes being measured.

Evaluation Objective I

To evaluate the extent to which the program as carried out coincided with the program described in the project proposal.

An examination of past attendance sheets showed that two classes a day (one at 9 a.m. and one at 11 a.m.) visited High Rock. Each class contained approximately 25 to 30 students, with an estimated overall attendance of 10,000 students. Additional students were serviced during off-site visits to schools by the teacher, although it was not possible to produce an estimate

of their number.

An examination of curriculum and classroom observations showed that children were introduced to their natural environment through classroom teaching and nature walks, utilizing actual specimens of nature. The self-discovery method rather than a lecture was used in order to encourage maximum participation and motivation by the students.

The classes were run by the teacher, assisted by two aides. Each class was broken up into small groups of about 10 children during which some aspect of natural life was explored. The groups were conducted outdoors to begin their nature walk where the themes of the day could be further investigated. Inclement weather found each class remaining indoors for an extended classroom session.

Afternoon (from 1:30 to 3:00 p.m.) time was spent by the teacher in classroom preparation, or in off-site teaching visits to other schools on Staten Island.

It appears, as a result of these on-site observations and examinations of records, that the program is servicing the target population for whom it was designed; that is, children from urban settings in grades 1 through 6 who come from various interested schools throughout New York City.

IV. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The revised objective of the High Rock Educational Program is to offer school children from grades 1 through 6 the opportunity to explore and become aware of their natural environment. A total of more than 10,000 children were given this opportunity throughout the school year by means of visits to

High Rock Conservation Center, a large tract of wildlife acreage on Staten Island. Here, children were introduced to various aspects of nature through classroom teaching and nature walks on the trails of High Rock.

The program has been received enthusiastically, as evidenced by the high level of response from many schools in the city. High Rock has a long waiting list of schools that would like to visit but can not due to lack of time and facilities. The children who do come are eager to learn and seem very interested in the aspects of nature presented to them, both in class and on the trails. They actively participate in discovering the workings of nature, readily volunteering information and reactions to the materials and specimens provided.

Recommendations

1. The program should be recycled and expanded if possible to include the many schools that have expressed an interest in participating.
2. In view of the success of the program, the program should continue to operate essentially as it has during the past school year.

CENTER FOR EDUCATIONAL RESEARCH AND FIELD SERVICES
NEW YORK UNIVERSITY

Final Report

Function Number 20-53432

EVALUATION OF CITY-WIDE UMBRELLA PROGRAMS
NEW YORK CITY BOARD OF EDUCATION
1974-1975 SCHOOL YEAR

"PICTURES AS A BASIS FOR TEACHING READING"

Prepared by: Professor Sheldon Kastner
Professor Paul Heintz

I. THE PROGRAM

The 1974-1975 Pictures as a Basis for Teaching Reading was a program designed to increase the reading-readiness and reading achievement of first and second graders and to reduce truancy through a photography program aimed at teaching reading/working skills. The children in the target population were selected from schools which scored well below the average based on city-wide reading tests. The program included seven schools in the metropolitan area (one in Queens was added to the original proposal).

Planned originally through the combined efforts of the program staff and a group of professionals from Brooklyn College the program aimed to develop readiness for reading and language arts through building concepts around the child's particular experiences and environment. Trying to find new approaches to teaching reading the staff developed this project in order to strengthen

audio and visual perceptual abilities, build language skills, and heighten motivation. It was felt that learning could best take place in an atmosphere in which the child played an integral role by developing his/her own material and curriculum. Traditional reading materials were not suitable to this particular segment of the population, and their significantly low achievement on standardized tests indicated that a new and different approach to reading was necessary.

Children participating in the program were selected, based on need, from requests of schools, districts and communities throughout the city. School principals, teachers and parents all participated in the selection of the target population.

Activities in this years project revolved around picture-taking. Each child in the program had a camera, film and pre-primer notebook. The children, under supervision, took pictures of subjects they were interested in, both in and out of school. Group written stories about the pictures emerged as a result of the photographs. Eventually, the children created their own individual stories based on their photographs. These stories became the "texts" used in the classrooms and were written down in the pre-primers. Library materials based on the children's themes also became part of the curriculum. Children read their own and each others "texts" and developed vocabulary notebooks based on this exchange of reading material.

A teacher's manual was available to all participating teachers and paraprofessionals which offered instructional methodology guidance to encourage the children to study their pictures, to talk about them, to relate them to past experiences. Program workshops were held during the year for teachers and parents in order to discover continued creative ways of implementing the project.

The project functioned this year under the supervision of an assistant principal (not funded by the project) whose job it was to work with the educational associate in planning scheduling of classes as well as ordering of all materials. The full-time educational associate's duties included weekly visitation to all the project sites and overseeing the planning and implementation of the entire program. In addition, a certified teacher devoted one hour per day four days per week to assisting in the preparation of all relevant program materials and workshops and supervision of the paraprofessionals. Four paraprofessionals, working 5½ hours per day, five days a week assisted teachers in the classrooms by providing individual guidance for the children. Further they aided on field trips, collected film for processing and were responsible for maintenance of the cameras. Two student aides working two hours a day completed the personnel roster of the project.

The Pictures as a Basis for Teaching Reading Program operated every day of the school year from September 1974 through June 1975.

II. EVALUATION PROCEDURES

Evaluation Objective I

To determine whether, as a result of participation in the program, the pupils will show a statistically significant difference between the real post-test score and the anticipated post-test score in reading readiness and reading achievement.

Subjects

350 first and second graders.

Methods and Procedures

The appropriate forms of the city-wide administered reading test (Metropolitan Achievement Test, 4/74, and NYC Reading Test, 4/75) will be used to assess changes in reading and reading readiness.

Analysis of Data

Data for the second graders will be analyzed by the "Real Post-test vs. Anticipated Post-test Design". Data for first graders will be analyzed by comparing changes between pre- and post-test scores.

Evaluation Objective II

To determine whether, as a result of participation in the program, the target population will demonstrate a significant reduction in truancy, based upon the previous year's truancy rate.

Subjects

All participants in the program.

Methods and Procedures

Attendance records will be kept and compared with the previous year's truancy rate.

Analysis of Data

The statistical significance of changes in truancy rate will be analyzed using a correlated t-test.

Evaluation Objective III

To evaluate the extent to which the program, as actually carried out, coincided with the program as described in the project proposal.

Subjects

All participants in the program.

Methods and Procedures

In order to evaluate the quality and extent to which the program had been implemented, close monitoring of the program will be carried out by conducting site visits at the beginning and end of the project period; by examining rosters containing lists of personnel working in the project, along with other documents related to the implementation of the program; and by maintaining continuous contact with the project coordinator in order to obtain data on all aspects of the functioning of the project.

Analysis of Data

A statement concerning the extent of implementation of the program will be made; and, where serious discrepancies exist between proposal and program, provide a description of those discrepancies.

III. FINDINGS

Evaluation Objective I

To determine whether, as a result of participation in the program the pupils showed a statistically significant difference between the real post-test score and the anticipated post-test score in reading readiness and reading achievement. This is a modification of the original proposal. Data on a city-wide basis is not available for kindergarten and first grade children. Thus, the program obtained appropriate tests for these youngsters.

All data submitted could not be statistically analyzed due to improper and incomplete submission of data. Three hundred fifty students were to be included in the project. Some of the data actually submitted had students' names with no test data; pre-test scores, with no subsequent post-test; post-

test scores with no pre-test reported, pre-test reported in raw scores and post-tests reported in grade equivalents.

Various tests from the same test publisher were used to test the first objective. A common conversion was made by the test publisher, and the results presented in Tables 1 and 2 reflect this conversion rather than any specific test data relevant to the objective.

Scanning the data in Table 1 it is apparent that the first program objective was attained. The results reported in Table 1 indicate a change of approximately a year and one half between pre- and post-testing. An analysis of actual vs. predicted scores could not be carried out for first graders because first graders do not have a reliable history of growth upon which the predicted score is based.

Table 2 contains the reading achievement data for the second graders. A review of the data in Table 2 indicates that the program objective of increased reading achievement was not supported. However, a more detailed look at the data indicates that the pre-test score for second graders was 2.6, indicating above average reading achievement at the beginning of the program. Because of the high pre-test scores the predicted gain based on the initial score was substantial.

Evaluation Objective II

To determine whether, as a result of participation in the program, the target population demonstrated a significant reduction in truancy based upon the previous year's truancy rate.

The statistical significance of changes in truancy rate could not be analyzed due to non-submission of last year's truancy rate. According to the program director, last years figures were not submitted because they had not

TABLE 1

Results of Pre- and Post-test Analysis of
Reading Achievement Scores for
FIRST GRADERS

	Mean	Difference	t-value	Level of Significance
Pre-test	.626			
		1.64	21.28	.01
Post-test	2.27			

9/74, 5/75

N = 86

TABLE 2

Results of Historical Regression Analysis for
Reading Achievement
(Real Scores vs. Anticipated Post)
SECOND GRADERS

	Mean	Difference	t-value	Level of Significance
Pre-test	2.60			
Post-test	3.23			
		.97	-4.04	n.s.
Predicted Post-test	4.20			

N = 50

9/74, 5/75

been recorded or made available by the previous administrator of the program. Data were submitted comparing attendance rates for camera classes and other first and second grade classes. Data were inconsistent with some camera classes having a small increase and some having a small decrease in attendance. No conclusions are warranted without compilation of more complete data.

Evaluation Objective III

To evaluate the extent to which the program as actually carried out, coincided with the program as described. An analysis of personnel rosters supplied by the project coordinator indicated that there were a total of nine persons involved in the program this year. One person, the coordinator, an assistant principal was not reimbursed from funds allocated to this project. Of the rest of the staff, five persons were employed full-time and three part-time. The full-time personnel included the staff member in charge, an educational associate who oversaw the functioning of the entire program, and four paraprofessionals who assisted in the classroom and on field trips. Part-time staff included one certified teacher who worked one hour per day, four days per week and whose duties included assisting in the preparation of all relevant reading materials and workshops, and two student aides who were employed two hours per day to assist in whatever ways were necessary.

Site visits focused on evaluation of the adequacy of facilities, materials and instructional/tutorial activities. The classrooms in which the project functioned were found to be well organized and efficiently run. Space available for the project was sufficient and no problems were experienced in this vein. In accordance with the project proposal, it was observed that the

instructional activities planned and utilized by the professional staff were very creative and interesting, based on sound educational principles and entirely appropriate for the target population. All children in the program had cameras and film with which they took pictures, both in and out of school. Group and individually prepared stories were written and were seen in printed notebooks. There appeared to be a significant amount of carryover from the photography group to the reading, writing, listening and speaking curriculum as well as to other aspects of the school program. Teachers and students seemed unanimously pleased with the program. These positive feelings about the worthiness of the project were shared by all persons interviewed.

Discussions with project staff revealed a concern for more clarification of their roles and this concern of staff members was found to be just about the only negative one expressed.

The quality of orientation, supervision, and administration provided by the educational associate contributed significantly to the success of the program. As was mentioned earlier in this report, the educational associate visited every site in the project on a weekly basis. She was ready and available with materials and equipment at all times and proved to be invaluable to the program.

The recommendations which were made in the 1973-1974 evaluation, wherever feasible were considered or are being considered for next year.

In sum, the project coordinator and the educational associate appeared to be highly successful in implementing the program as originally designed for the year. It was extremely well coordinated and provided innovative ways of teaching reading readiness and reading skills for the target population.

IV. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The major objectives of the Pictures as a Basis for Teaching Reading Program for the year 1974-1975 were to increase the reading readiness and reading skills of the target population and to reduce the amount of truancy of the subjects all of whom were students in the first and second grades. Such students participated in the program this year which was held every day during the regular school year. In addition, students took pictures outside of school, at home and in the community. The program was fully implemented as designed in the project proposal.

The program objectives were partially achieved. First grade children did show a highly significant growth in reading achievement, while second grade children did not. The objective regarding changes in truancy rate could not be evaluated due to inadequate submission of data.

Recommendations

1. Based on the reported growth in reading for first graders, the program should be recycled. However, close monitoring of data gathering and and reporting techniques should be instituted.
2. Further clarification of roles and responsibilities should be developed in order that staff members fully understand their responsibilities to the program.

CENTER FOR EDUCATIONAL RESEARCH AND FIELD SERVICES
NEW YORK UNIVERSITY

Final Report

Function Number 20-53433

EVALUATION OF CITY-WIDE UMBRELLA PROGRAMS
NEW YORK CITY BOARD OF EDUCATION
1974-1975 SCHOOL YEAR

"PERCEPTUAL CONDITIONING FOR DECODING PROGRAM"

Prepared by: Professor Sheldon Kastner
Professor Paul Heintz

I. THE PROGRAM

The Perceptual Conditioning for Decoding Program was designed to teach decoding, or word analysis, as a separate skill from reading comprehension. The program's viewpoint is that decoding is a lower-level cognitive skill which comes before reading comprehension which involves interpretation of meaning. The aim of the program was to focus on the teaching of the primary process of decoding only.

The target population for this program consisted of 1,730 kindergarten through third graders. Some fourth grade pupils were included. The program has been functioning since its inception in September, 1974 in nine schools in Queens County, New York. Two additional schools joined the project at a later date.

The program has been operating in schools recommended by the District Superintendent through consultation and discussion with the school principal.

Schools included in the program tended to be among the weakest in the district in which low reading scores or special problems persisted. Teachers of classes included in the program were those who could insure commitment and cooperation with the aims of the program and the strict controls of the training procedures.

The program has been directed toward developmental readers at the early levels, such as kindergarten and grade one. However, as the age of the child increases, the program tends to be of a more remedial nature, in that children at the third grade level, for example, who are not successfully decoding would, by definition, be in need of remedial instruction. Therefore, the third grades and the few fourth grade subjects have generally been the weakest decoders. Teachers are responsible for recommending pupils for remedial work. The remedial phase of the program is in addition to the regular schedule of instruction.

The word analysis sub-test of the Durrell Analysis of Reading Difficulty was used as a screening device. Those children who scored below grade level four remained in the program, while those who achieved a grade equivalent score above grade four were automatically released from the program.

The staff of the program consists of a part-time coordinator, one full-time auxiliary trainer, and 16 part-time paraprofessionals who work up to 19 hours per week. Two part-time teacher trainers are also included in the program. Teacher training sessions were held several afternoons and one full day prior to the operation of the program. In addition, after school meetings with teachers can be presently arranged for those trainees having difficulties. A part-time evaluation consultant has also been hired to work on data analyses.

The Perceptual Conditioning for Decoding Program consisted of four one-half hour sessions per week. The class is divided in half, one-half constituting the weaker group, and the other half, the stronger. The paraprofessional assigned works with the regular classroom teacher in the decoding instruction, which is broken down into two parts -- about fifteen minutes of decoding individual words printed on flash cards, and approximately fifteen minutes of at-sight decoding from text material. The flash card decoding involves four steps for each word presented:

- 1) Identify the whole word and the letters and sound of the target cluster.
- 2) Give the sound(s) and ask for the letter or letters.
- 3) Give the letter or letters and ask for the sound(s).
- 4) Take away the letters and ask for the remaining sound.

At-sight reading is done in basal readers or practice books correlated to instruction given. This phase of instruction gives practice in decoding letter clusters in words met at random.

For some pupils' it may be necessary to include remedial sessions in addition to the regularly scheduled half-hour sessions. If this is the case, the paraprofessional is also assigned to this function.

The Decoding Program is supplemental to other reading instruction carried on in the classroom. However, other instructional procedures for decoding only are eliminated. The program began September, 1974 and was completed June, 1975.

II. EVALUATION PROCEDURES

Evaluation Objective I

To determine whether, as a result of participation in the program, the pupils will show a significant increase in their conditioning to vowel cluster sounds within a word as indicated by their ability to decode or "sound out" words.

Subjects

Approximately 1,730 kindergarten through third graders.

Methods and Procedures

The pupils' ability to decode words will be measured with the Word Analysis sub-test of the Durrell Analysis of Reading Difficulty during the first week and the last week of the program.

Analysis of Data

The statistical significance of the increase in scores on the word analysis sub-test of the Durrell Analysis of Reading Difficulty will be analyzed by "Real Post-test vs. Anticipated Post-test Design".

Evaluation Objective II

To evaluate the extent to which the program, as actually carried out, coincided with the program as described in the project proposal.

Subjects

All participants in the program.

Methods and Procedures

In order to evaluate the quality and extent to which the program had been implemented, close monitoring of the program will be carried out by

conducting site visits at the beginning and end of the project period; by examining rosters containing lists of personnel working in the project, along with other documents related to the implementation of the program; and by maintaining continuous contact with the project coordinator in order to obtain data on all aspects of the functioning of the program.

Analysis of Data

A statement concerning the extent of implementation of the program will be made; and, where serious discrepancies exist between proposal and program, provide a description of those discrepancies.

III. FINDINGS

Evaluation Objective I

To determine whether, as a result of participation in the program, the pupils showed a significant increase in their conditioning to vowel cluster sounds within a word as indicated by their ability to decode or "sound out" words.

The statistical significance of the increase in scores on the word analysis sub-test of the Durrell Analysis of Reading Difficulty was analyzed by "Real Post-test vs. Anticipated Post-test Design".

Table 1 contains a summary of the data relevant to the first evaluation objective. The data was analyzed separately for grades one through three and grade four. The results of the test of significance between actual post-test scores and anticipated post-test scores revealed highly significant differences in conditioning to decoding for grades one through three ($t = 31.02$; .01) as well as for grade four ($t = 4.64$; .01) with actual

TABLE 1

Results of Historical Regression Analysis in
Reading Achievement
(Real Scores vs. Anticipated Post Scores)

Test Used	Total N	Grade	Pre-test Mean	Predicted Post-test Mean	Actual Post-test Mean	t-value	Level of Significance
Durrell Analysis of Reading Difficulty 4/74, 4/75	1,127	1-3	1.8	2.0	3.5	31.02	.01
Durrell Analysis of Reading Difficulty 4/74, 4/75	26	4	2.7	3.3	3.75	4.64	.01

-202-

206

205

post-test scores being higher.

A comparison of the mean actual post-test scores with the predicted post-test scores for grades one through three indicates that the pupils gained approximately one year and five months in excess of what was predicted on the basis of their expected gains from the pre-test had they not been exposed to the decoding program. These subjects gained, on the average, one and one-half months beyond expectation per each month they were in the program.

A statistical analysis of the test results for the grade four group indicates that an approximate gain of five months took place beyond that which was predicted to occur. These results suggest that because of exposure to the decoding program, these pupils were able to make significant gains of approximately five months more than they would have achieved had they not been a part of this program. In other words, the fourth grade pupils progressed approximately one-half month beyond expectation for each month of the program.

The larger gains seen in the grade one through three group may be partially explained by the fact that the youngest participants (grade one) would naturally make the greatest amount of overall progress because they would be more in a state of cognitive readiness for decoding procedures. The developmental aspects of the program would be of great benefit to those at the readiness stage who are acquiring new knowledge, as opposed to the remedial population. The group of fourth graders contained only 26 subjects. The function of this small group was basically remedial in nature which in part accounts for a smaller mean gain than in the larger group of varied subjects. However, the gain attributed to the fourth grade population, as stated previously, is highly significant.

The statistical results described clearly support the program objective of increasing conditioning to vowel cluster sounds for the target population.

Evaluation Objective II

To evaluate the quality and extent to which the program as actually carried out, coincided with the program as described in the project proposal. Examination of personnel rosters and other data supplied by the project coordinator revealed that a total of 21 persons were employed to provide direct services to the program. The project functioned under the direction of the coordinator and the auxiliary teacher, a paraprofessional, whose primary responsibilities included overseeing the program in all eleven schools, training and monitoring the paraprofessionals assigned to each of the sites, training and monitoring the teachers utilizing the program and keeping the records for the classes participating. Paraprofessionals worked up to a total of 19 hours per week so as not to fall into a full-time wage category.

The program was in operation five days a week at eleven different schools in Queens, New York. All children participating in it were involved at least four days per week. The decoding program was implemented in addition to whatever basic reading program was in use in each of the classes.

The site visits focused on the evaluation of facilities, materials, and instructional tutorial activities. Interviews were conducted with the coordinator, the auxiliary teacher and with as many paraprofessionals and teachers utilizing the program as possible. Both the coordinator and the auxiliary teacher were extremely cooperative in making information available to the evaluator during site visits.

Instruction was carried on in the respective classrooms in each of the schools. Direct observation of the sessions revealed that the instructional activities planned and utilized by each of the teachers and paraprofessionals were based on sound educational principles and were entirely appropriate for the target population served. Strict schedules were observed for the conditioning program. Each session lasted 25 minutes, during which time the participating class would usually be divided into two sections, with the classroom teacher taking one group and the program paraprofessional instructing the other section. The first 15 minutes of the programs observed were spent working on a particular cluster, using specially designed work cards. Decoding was reinforced using techniques such as visualization and oral repetition. Children were encouraged to participate and teachers and paraprofessionals would continuously reinforce and reward the child's participation. The last ten minutes of the sessions were devoted to sighted reading of specially designed decoding materials, prepared by Dr. Glass and his associates. The atmosphere in classes observed was very positive and, participating project staff and classroom teachers all seemed very pleased with the program. The children's reaction to the program was found to be quite enthusiastic with some youngsters absolutely ecstatic and most eager to participate. A few children were observed to be somewhat restless towards the end of the project sessions and these were found to be youngsters who were considered "slow". Discussion with project staff revealed an expression of concern about the fact that there was not enough staff employed to give maximum attention to those youngsters who needed very close supervision for the techniques to be most effective.

Training sessions for the teachers involved in the program were held at the beginning of the school year and these sessions were found to be essential to understanding the philosophy and goals of the program. Teachers could not implement the program without attending these workshops. Positive feeling about the effectiveness of the program was expressed by everyone interviewed.

Staff members of the project were found to be extremely knowledgeable, motivated, and sensitive to the needs of the target population.

IV. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Based upon the data received and analyzed as well as observational information gathered during site visits, it is apparent that this program is successfully reaching its target population and increasing their ability to decode words. All groups made statistically significant gains during the course of the year. Significant gains were reported for grades one through four. Reports resulting from on-site visits reveal that the personnel involved with the administration and instruction of the program are energetic, knowledgeable, and appear to be running the program in concurrence with the expectations of the project proposal.

As a result of complete evaluation of this program, the following recommendations may be suggested.

1. Based upon the encouraging results and the positive impact of this program it is recommended that the project be refunded and continued.
2. Due to the highly significant results indicated for the remedial population, it is recommended that the program receive additional funds

in order to extend the population served. Upper grade children with decoding problems would seem to be able to receive help within this program.

3. Based upon discussion between the evaluator and the project staff, it is recommended that funds be allowed for necessary additional staff members who could work with youngsters who are in need of close supervision in order to learn.

CENTER FOR EDUCATIONAL RESEARCH AND FIELD SERVICES
NEW YORK UNIVERSITY

Final Report

Function Number 20-53434

EVALUATION OF CITY-WIDE UMBRELLA PROGRAMS
NEW YORK CITY BOARD OF EDUCATION
1974-1975 SCHOOL YEAR

"DEVELOPING AN INFORMAL PARENTS GROUP AT I.S. 52X"

Prepared by: Professor Sheldon Kastner
Professor Paul Heintz

I. THE PROGRAM

Intermediate School 52X is located in the South Bronx. It is a school community of burned-out buildings, poor living conditions, high unemployment rates, drugs and minimum health services. There has been a great need for a program designed to help parents come to grips on a daily basis with an exceedingly difficult socio-economic situation. The Informal Parents Group at I.S. 52X was set up to try to improve this situation through education.

The program was specifically designed for several purposes:

1. to acquaint the parents with the functions of the school;
especially those parents who have been inactive and uninvolved in the past;
2. to establish effective communication between the school and the community;
3. to counsel parents in relation to responsibilities of their children

- in school -- promptness, attendance, homework, proper behavior, as well as to inform parents of good study habits they must try to instill in their children;
4. to make parents aware of resources and personnel within the school, such as guidance counselors, social workers, and reading specialists, as well as to acquaint parents with special services within the community for their children, such as health programs, dental care and reading programs;
 5. to give parents a simple understanding of reading, reading techniques and terminology so they may be in a position to help their children; and
 6. to make parents aware of the operation of the educational system (i.e., requirements for promotion, graduation, admission to high schools).

Participants in the program included parents, community agencies, and teachers. Parents who were most victimized by their poor living conditions were those who were most encouraged to participate in the program. The staff contacted these parents through telephone calls, personal visits and letters. Parents were originally organized into two groups. Each group met at a formal session once a week on Thursdays for 1½ hours. However, a modification of the proposal was approved in February, 1975 which combined the two groups into one group of 130 participants, as it was found to be difficult to run two identical programs each week. In addition, the parents expressed a desire to meet as one large group.

The staff included on part-time after-school coordinator for three

hours a day every day during the months of October to May, and one hour per day after school for the rest of the school year. The coordinator was a teacher who was responsible for all aspects of the program and in particular the administrative responsibilities to the Umbrella Office. The coordinator met with the staff and acted as a liaison between staff and the parents association. Two full-time School-Neighborhood Workers were hired to supervise and to provide on-going training for subordinate staff. They also served as resource people and liaisons between parents and staff. Three full-time family workers were also included on the staff. They were responsible for recruitment of parents and students, organizing groups and conducting group sessions. Family workers also provided individual counselling to parents and students, especially those with severe problems. The family workers were supervised directly by the School-Neighborhood Workers. All full-time staff worked from 9 a.m. to 5 p.m., Monday through Friday. Actual implementation of the program was carried out by the Bilingual Teacher in School and Community Relations in the local school.

The program offered such activities as well-planned training sessions designed to encourage parents to re-examine their role in the schools through discussion and participation, visits to local agencies and institutions serving the community, sessions in which parents and teachers got together to discuss the different problems faced in educating the children, and field trips to museums and other places of interest in the city.

The program, as stated above, was in operation from October 1974 to June 1975.

II. EVALUATION PROCEDURES

Evaluation Objective I

To determine whether, as a result of participation in the program, the parents will increase their information regarding school programs and administrative practices.

Subjects

All parents participating in the program (30-40).

Methods and Procedures

A project-developed questionnaire will be administered to all participants during the first week and the last week of the program.

Analysis of Data

The statistical significance of the improvement in parents' knowledge will be analyzed using a correlated t-test.

Evaluation Objective II

To evaluate the extent to which the program, as actually carried out, coincided with the program as described in the project proposal.

Subjects

All participants in the program.

Methods and Procedures

In order to evaluate the quality and extent to which the program had been implemented, close monitoring of the program will be carried out by conducting site visits at the beginning and end of the project period; by examining rosters containing lists of personnel working in the project, along with other documents related to the implementation of the program; and

by maintaining continuous contact with the project coordinator in order to obtain data on all aspects of the functioning of the project.

Analysis of Data

A statement concerning the extent of implementation of the program will be made; and, where serious discrepancies exist between proposal and program, provide a description of those discrepancies.

III. FINDINGS

Evaluation Objective 1

To determine whether, as a result of participation in the program, the parents will increase their information regarding school programs and administrative practices.

Although informal, locally developed questionnaires were administered periodically throughout the course of the project, the results obtained by the parents were often reported only in general terms. Since the results were often reported informally, no statistical procedures could be applied to such data in order to test for significance of improvements made and they will, therefore, be included under the next evaluation objective.

A questionnaire concerning information about school was analyzed by computing percentages. The results contained in Table 1 indicate that the percentage of parents answering correct ranged from 58% to 91%. Such results would indicate that the parents did learn information about school.

TABLE I

Question	Percent	Question	Percent	Question	Percent
1	89	7	72	13	62
2	72	8	69	14	65
3	80	9	72	15	63
4	82	10	69	16	80
5	91	11	48	17	86
6	58	12	62		

Evaluation Objective II

To evaluate the extent to which the program, as actually carried out, coincided with the program as originally described in the project proposal. Perusal of personnel rosters and other sources of information regarding the project revealed that a total of six persons were employed by the project this year to implement direct and indirect services. These included a part-time coordinator, responsible for overseeing the entire program, two full-time School Neighborhood Workers, responsible for supervision and training of subordinate staff, and three full-time family workers responsible for recruitment of the target population, for organization of groups and for counselling purposes. One hundred thirty persons received services in the parents group which was held in the parents room at I.S. 52X.

A modification in the program, approved in February 1975 reorganized the two smaller groups of parents who had been meeting in separate sessions on Thursdays, either from 9:00 a.m. - 10:30 a.m. or 10:30 a.m. - 12:00 noon into one large group. From that data on approximately 130 parents met as one unit on Thursdays from 9:00 a.m. to 12:00 noon, once a week.

Positive feedback about the effectiveness of the program was received throughout the project year. The principal and assistant principal of I.S. 52X were both very enthusiastic about the project and both stated that the project had proven to be a tremendous asset in terms of involving parents more fully in the school program.

During the project year, parent workshops were held with persons directly involved in the school's activities and with relevant community and district resource people. Parents also visited areas of interest in the community and in the city such as El Museo del Barrio. Workshop topics included the following, among others:

Bilingual Education; Hunts Points Community Services; Community Health Care and Services; Social Security Services (for pupils and parents); Orientation to School (organization, curriculum staff, services, specific teachers, procedures, children's progress, report cards, study habits, etc.); Pilot Schools; Prevention of Lice; and Health Services available through I.S. 52X.

Following each workshop, parents were given an informal questionnaire in Spanish or English covering such areas as name of speaker, position of speaker, purpose, and specific information covered by the speaker or speakers.

The project was perceived to be successful by everyone concerned with it due to the increase in parental understanding of the school's needs and goals and to more direct participation by the parents in the school. Parents had the feeling that the school was accessible to them. In addition, school attendance by the youngsters was increased significantly over the year from 78 to 84 per cent attendance. The staff of I.S. 52X also felt the

program's objectives were met. They became increasingly more comfortable with parents and felt that the participating adult community was more willing to work with them toward improving the school program, as a result of their work with the project.

It appeared that the project's goals were realized and that the project coordinator was successful in implementing the program as outlined in the project proposal. Developing an Informal Parents Group provided invaluable services for its target population which were appropriate for the parents involved. It seemed to meet the needs of the school and the parent community in trying to motivate and prepare them to become the supportive and evaluative force which their children and the school so desperately needed.

Although the data was difficult to interpret, there were some objective indications that parents did gain information from workshop presentations.

IV. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The major objectives of the Developing an Informal Parents Group at I.S. 52X was to increase parental information regarding school programs and administrative practices for the approximately 30 - 40 parents it was designed to service. In reality, the program serviced 130 voluntary participants throughout the project year. The program offered workshops on a variety of relevant school and community topics every Thursday from 9:00 a.m. to 12:00 noon throughout the year. In addition its staff, exclusive of the project coordinator, were in the field full time every day providing essential services for the school community. The program was fully implemented as outlined in the project proposal with respect to the provision of program services. (The

program objective of increased parent knowledge appeared to be achieved.)

The following recommendations are made for the purpose of suggesting ways in which the program may be strengthened.

1. Based on the favorable impressions from site visits and partial data submitted, the program should be recycled.
2. A workshop on instrument development should be conducted at the beginning of the project year.

CENTER FOR EDUCATIONAL RESEARCH AND FIELD SERVICES
NEW YORK UNIVERSITY

Final Report

Function Number 20-53435

EVALUATION OF CITY-WIDE UMBRELLA PROGRAMS
NEW YORK CITY BOARD OF EDUCATION
1974-1975 SCHOOL YEAR

"READING AND LANGUAGE PROGRAM"

Prepared by: Professor Sheldon Kastner
Professor Paul Heintz

I. THE PROGRAM

The Reading and Language Program was designed to raise the reading and language level/skills of children in kindergarten through fifth grade by including in each of ten classrooms educational assistants and teacher aides who supplement the teaching of reading and language.

Participating classes were to be those classes where the majority of students were: 1) below grade level in reading; 2) below grade level in language skills, and 3) deficient in the ability to speak English.

The educational assistants were to work Monday through Friday for 5½ hours between the hours of 8:30 a.m. to 3:00 p.m. Their duties were to include support of the classroom teacher by concentrating on the teaching of reading skills during reading periods and providing language skill instruction during the remaining periods.

The program was to service approximately 300 children in ten classes from grades K through five. The starting date of the program was October 1, 1974 and it ran through June 30, 1975.

II. EVALUATION PROCEDURES

Evaluation Objective I

To determine whether, as a result of participation in the program, the pupils will show a statistically significant improvement in auditory comprehension.

Subjects

Three hundred and fifty children in grades kindergarten through fifth.

Methods and Procedures

The Durrell Listening-Reading Test will be administered during the first week of the program and again during the last week of the program.

Analysis of Data

Data will be analyzed by the "Real Post-test vs. Anticipated Post-test Design".

Evaluation Objective II

To determine whether, as a result of participation in the program, the pupils will show a statistically significant improvement in reading.

Subjects

All three hundred and fifty pupils in the program.

Methods and Procedures

The Durrell Listening-Reading Test will be administered during the first week and the last week of the program.

Analysis of Data

Data will be analyzed by the "Real Post-test vs. Anticipated Post-test Design".

Evaluation Objective III

To evaluate the extent to which the program, as actually carried out, coincided with the program as described in the project proposal.

Subjects

All participants in the program.

Methods and Procedures

In order to evaluate the quality and extent to which the program had been implemented, close monitoring of the program will be carried out by conducting site visits at the beginning and end of the project period; by examining rosters containing lists of personnel working in the project, along with other documents related to the implementation of the program; and by maintaining continuous contact with the project coordinator in order to obtain data on all aspects of the functioning of the project.

Analysis of Data

A statement concerning the extent of implementation of the program will be made; and, where serious discrepancies exist between proposal and program, provide a description of those discrepancies.

III. FINDINGS

Evaluation Objective I

To determine whether, as a result of participation in the program, the pupils showed a statistically significant improvement in auditory comprehension.

Table I contains a summary of the data relevant to the first evaluation objective. The data contained in Table I have been grouped into grade 3 and

TABLE 1

Results of Historical Regression Analysis in
Auditory Comprehension
(Real Scores vs. Anticipated Post Scores)

	Total N	Pre-test Mean	Actual Post-test Mean	Predicted Post-test Mean	Difference	t-value	Level of Significance
Grade 3	19	2.93	3.27	3.80	.53	-8.75	n.s.
Grades 4,5	68	3.26	3.93	3.85	.08	.90	n.s.

Durrell Listening Test, 10/74, 6/75

grades 4 and 5. Grades kindergarten through 2 were not analyzed due to missing data. The results of the test of significance between actual post-test scores and anticipated post-test scores did not reveal significant improvement in excess of what was predicted on the basis of past achievement. Third grade students gained approximately 3 months in listening ability.

Table I also contains data on listening gains for 4th and 5th grades. The results of the test of significance between actual post-test scores and anticipated post-test scores did not reveal significant differences in listening. Actual post-test scores were higher than predicted scores, but not significant. Students gained approximately 6 months from pre- to post-testing.

Evaluation Objective II

To determine whether, as a result of participation in the program the pupils showed a statistically significant improvement in reading.

Table 2 contains a summary of the data relevant to the second evaluation objective. The data contained in Table 2 have been grouped into grade 3 and grades 4 & 5. Third grade students did not improve as predicted on the basis of past achievement. They made gains of approximately 3 months in reading, while expected to increase approximately 7 months.

Table 2 also contains data on reading gains for 4th and 5th grades. The results of the test of significance between actual post-test scores and anticipated post-test scores revealed significant differences with actual post-test scores being higher. A comparison of the mean actual post-test scores with predicted post-test scores indicates that 4th and 5th grade students gained approximately 3 months in excess of what was predicted

TABLE 2

Results of Historical Regression Analysis
in Reading Achievement
(Real Scores vs. Anticipated Post Scores)

	Total N	Actual Post-test Mean	Predicted Post-test Mean	Difference	t-value	Significance
Grade 3	19	2.99	3.32	.33	-3.02	n.s.
Grades 4,5	68	3.51	3.70	.31	3.70	.01

Durrell Listening Test, 10/74, 6/75

on the basis of their past history of achievement in reading.

Evaluation Objective III

To evaluate the extent to which the program as carried out coincided with the program as described in the project proposal.

Site visits to the Reading and Language School, P.S. 155 showed that the program is operating in its first year in ten classes. There are ten educational assistants and the breakdown is:

<u>Grade</u>	<u>Number of Educational Assistants</u>
K	3
1st	1
2nd	1
3rd	1
4th	2
5th	2

Examination of curriculum guides and daily schedules showed that the program operates Monday through Friday. Inspection of paraprofessional time sheets showed the educational assistants work these five days for five and one-half hours a day between the hours of 8:30 a.m. and 3:00 p.m.

Classroom observations and examination of materials and facilities showed the teachers and educational assistants are making excellent use of a variety of teaching methods. The children were extremely enthusiastic, as evidenced by the uniformly high quality of their work and their eagerness to participate in class. The rooms were gaily decorated and the classroom arrangement allowed for very efficient and motivating use of space.

Attitudes of teachers, paraprofessionals and students were uniformly enthusiastic. The impression received was one of hard work coupled with energetic and innovative teaching methods, resulting in extremely interested and motivated students.

The program this first year has been funded for the paraprofessional staff and testing materials only. The feeling on the part of the staff is that increased funding is necessary to cover purchase of curriculum materials, and possibly to create a project coordinator position. Additionally, there is difficulty finding a time when teachers and paraprofessionals can meet to discuss the program so funding for possible after-school workshops was suggested.

The above observations, examinations and interviews indicate that the program was implemented fully according to the original project proposal. The program provided valuable services to the population for which it was designed, that of children in grades K through 5 who are below grade level in reading and language skills and who are deficient in the ability to speak English.

IV. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The Reading and Language Program is servicing the needs of approximately 300 children by placing educational assistants in ten selected classes. The paraprofessionals support the teacher in teaching reading and language skills to children who are below grade level in these areas. Additionally, the educational assistants help those children in the classes who are deficient in speaking English. The program covers ten classes from kindergarten through fifth grade and runs from October, 1974 to June, 1975.

The program is well run. A summary of the findings indicate that although objective 1 was not supported there was growth in auditory comprehension. Findings on objective 2 indicate partial support for the program objective of

increased reading achievement. The data presented did not include scores for children in grades K through 2. Field observations did indicate that a meaningful program was being presented to children in grades K through 2.

The following recommendations are made in order to suggest ways in which a sound program may be further strengthened.

1. Due to nonsignificant results in several of the program objectives the program should be closely monitored next year. While students generally made gains, they were in most cases not up to what was predicted on the basis of past achievement history. Furthermore, more care must be taken to ensure complete submission of test data on all students serviced by the program. Data was submitted for only 87 of the approximated 300 students in the program.
2. Additional funding should be provided to allow for after-school workshops where teachers and paraprofessionals can meet to discuss the program.
3. Project expansion should include further funds to cover purchasing of curriculum materials rather than only testing materials as exists this school year.
4. The position of project coordinator should be created and funded in order to provide for more efficient management of the program.

CENTER FOR EDUCATIONAL RESEARCH AND FIELD SERVICES
NEW YORK UNIVERSITY

Final Report

Function Number 20-53436

EVALUATION OF CITY-WIDE UMBRELLA PROGRAMS
NEW YORK CITY BOARD OF EDUCATION
1974-1975 SCHOOL YEAR

"PROJECT MINI-TEACHER"

Prepared by: Professor Sheldon Kastner
Professor Paul Heintz

I. THE PROGRAM

Project Mini-Teacher was designed as an after-school tutorial program employing high school students who work with younger children who have reading and speaking problems.

The program was to strive to improve the speaking and reading abilities of the participants. Tutors were to be selected from Prospect Heights High School and the tutees were to be selected on the basis of referrals from guidance counselors at P.S. 316 and I.S. 320. Thus the program's aim was to be twofold: (1) to improve the speaking and reading abilities of selected participants; and (2) to foster an interest in teaching on the part of the tutors.

The program operated from November, 1974 until June, 1975. The program hours were from 3 p.m. until 5 p.m., Monday through Thursday. The tutors were paid \$2.00 an hour. The number of tutors was to be 30 in the two schools and was to provide for a one-to-one teaching/learning experience.

Additional staff included the Project Coordinator, and two teachers (under whom the tutors work), all of whom were also to work from 3 to 4 p.m., four days a week; and one secretary who was to work one hour a day, four days a week.

II. EVALUATION PROCEDURES

Evaluation Objective I

To determine whether, as a result of participation in the program, the reading grade of the students will show a statistically significant difference between the real post-test score and the anticipated post-test score.

Subjects

30 first to eighth graders.

Methods and Procedures

The appropriate forms of the Stanford Achievement test will be administered during the first week and the last week of the program.

Analysis of Data

Data will be analyzed by the "Real Post-test vs. Anticipated Post-test Design".

Evaluation Objective II

To determine whether, as a result of participation in the program, the high school tutors will demonstrate a significant rise in personal worth, self-esteem, and responsibility as measured by the Rosenberg Self-Esteem Scale.

Subjects

All high school students who participated as tutors.

Methods and Procedures

The Rosenberg Self-Esteem Scale will be administered during the first and last week of the program.

Analysis of Data

The McNemar Test for Significance of Change will be used to assess if a significant (.05) change has been obtained.

Evaluation Objective III

To determine whether the tutors will show a significant increase in their expression of an intention to become a teacher.

Subjects

All tutors in the program.

Methods and Procedures

All tutors will be interviewed at the beginning (first week) and again at the end (last week) of the program and asked to state their future occupational objectives.

Analysis of Data

The McNemar Test for Significance of Change will be used to assess if a significant (.05) change has been obtained.

Evaluation Objective IV

To evaluate the extent to which the program, as actually carried out, coincided with the program as described in the proposal.

Subjects

All participants in the program.

Methods and Procedures

In order to evaluate the quality and extent to which the program had been implemented, close monitoring of the program will be carried out by conducting site visits at the beginning and end of the project period; by examining rosters containing lists of personnel working in the project, along with other documents related to the implementation of the program; and by maintaining continuous contact with the project coordinator in order to obtain data on all aspects of the functioning of the project.

Analysis of Data

A statement concerning the extent of implementation of the program will be made; and, where serious discrepancies exist between proposal and program, provide a description of those discrepancies.

III. FINDINGS

Evaluation Objective I

To determine whether, as a result of participation in the program, the reading grade of the students showed a statistically significant difference between the real post-test score and the anticipated post-test score.

Statistical analysis of the data could not be completed due to the submission of incomplete data. Incomplete data were submitted for thirteen (13) students. The submitted data did not include grade level, date of test administration or whether test was pre or post.

Evaluation Objective II

To determine, whether as a result of participation in the program, the high school tutors demonstrated a significant rise in personal worth, self-esteem, and responsibility as measured by the Rosenberg Self-Esteem Scale.

To evaluate this objective, twenty-nine tutors responded to questions from the Rosenberg Self-Esteem Scale at the beginning and end of the program. Using a McNemar Test for Significance of Change, a significant shift, $X^2 = 21$, $p < .01$, in positive attitude toward self. At the beginning of the project, eight tutors rated themselves favorably while twenty-one were categorized as having negative self-attitudes. At the close of the project all twenty-nine tutors rated themselves positively.

Evaluation Objective III

To determine whether the tutors showed a significant increase in their expression of an intention to become a teacher.

All tutors were asked to respond to questionnaire which assessed their intention of becoming a teacher. At the outset of the program fifteen (15) tutors expressed a positive intention of pursuing a teaching career while fourteen (14) tutors expressed little or no interest in teaching as a career. At the close of the program twenty-eight (28) of the twenty-nine (29) tutors were rated as having expressed a positive interest in teaching as a career. Analysis of this data by using a McNemar Test for Significance of Change revealed that the shift in intention was significant, $X^2 = 13.0$, $p < .01$.

Evaluation Objective IV

To evaluate the extent to which the program as carried out coincided with

the program as described in the project proposal.

An examination of attendance sheets and personnel forms showed that 30 tutors worked with 30 children in two different schools, P.S. 316 and I.S. 320. Tutors were selected from the general population at Prospect Heights High School on referral from the guidance counselors.

The tutors were chosen on referral by the English as a Second Language teachers through the guidance counselors at each school. Criterion for selection was inability to function in the ESL class. Tutees were mainly recent immigrants from Puerto Rico, Haiti, and China.

Site visits to each school showed that classes are held from 3 to 5 p.m. Each class is monitored by a foreign language or bilingual teacher. The children worked on a one-to-one basis in reading and speaking assignments. Rapport among teacher, tutors, and tutees appeared to be excellent. Facilities and materials appeared to be adequate for all concerned. One-half of the library allocation was spent for snacks in P.S. 316 which serves the younger children (grades 1 and 2) as it was felt that the pupils were too young to study through the afternoon without something to eat.

Direct and indirect observations indicated that the program was well-run and was indeed serving the needs of the population for whom it was designed. The Coordinator and teachers felt the number being serviced was very workable so that a good one-to-one relationship between tutor and tutee was established. Some tutors walked their charges home at the end of the program.

One drawback mentioned by staff and tutors alike is the unwieldy process tutors must undergo in order to be hired for the project. The tutors must complete the same hiring process as other civil servants and this sometimes delays hiring and in some cases, turned potential tutors away.

Replacing tutors who resign was also hampered by these difficult hiring practices.

IV. SUMMARY CONCLUSIONS AND RECOMMENDATIONS

Project Mini-Teachers is a well-run program serving the needs of 30 children who are having problems in the English as a Second Language classes. By employing high school students as tutors who are themselves bilingual or foreign language majors, the program also encourages the tutors to become motivated and interested in teaching. Partial evidence of the program's success and popularity is the fact that the tutors and tutees, while a relatively small group, are very stable. The attendance was excellent and the population of all participants remained quite stable throughout the school year. The day's classes began as promptly as possible and all students worked intently during the entire two hours of the after-school schedule. Thus, the program is being fully implemented with respect to services as described in the project proposal.

Analysis of data submitted by the program indicated the following: objective one, regarding changes in reading scores, could not be evaluated due to incomplete submission of data; objectives two and three, which indicated a significant positive change in self-esteem and intention to become a teacher, were supported by the data.

Recommendations

A summary of the findings indicates that two of the major objectives were supported while insufficient data was submitted for a third. Based on the positive findings on objectives two and three and the field visits,

the program should be recycled. However, care should be taken in insuring a more complete reporting of data.

1. The program should be expanded to include other foreign-speaking children and additional tutors from other schools.
2. Snacks should be provided to assist the younger tutees in concentrating on their work through a long afternoon.